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College and Research Libraries

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Promoting Discussion in Wartime

ON BEHALF OF the readers of *College and Research Libraries*, the editors wish to express their pleasure in the action taken by the President of the A.C.R.L., Charles B. Shaw, and the Board of Directors (see the list of officers of the Association on the back cover of the June issue) in enabling *College and Research Libraries* to make each number of Volume V a full ninety-six-page issue. Heretofore, only two of the four issues each year have been ninety-six-page issues.

Ever since regular meetings of the Association have been suspended on account of the war *College and Research Libraries* has redoubled its efforts to meet the needs of its readers. It is no time for a moratorium of discussion. The only substitute under the circumstances is the columns of professional journals.

It should be added that, in view of the shortage of paper, the generous action of the officers of the A.C.R.L. would have been without effect had it not been for the understanding cooperation of Mr. Milam and the Headquarters staff.

THE EDITORS

By EDGAR W. KING

Local War History Materials in College and University Libraries

The librarian of Miami University has assembled a suggestive report on the treatment of local items relating to the war.

WORLD WAR II, surpassing all previous wars in scope and fury, promises also to be the most systematically documented war in history. The motion picture and sound recording, the microfilm camera, together with the usual media of pen and press and typewriter, are leaving us with what threatens to be an embarrassment of historical riches.¹ Historical sections have been organized for all branches of the armed forces and provision made for securing and processing all materials necessary to the compilation of extensive operational and administrative histories.

Can the same confident note, however, be sounded with regard to the collection and preserving of *local* war history materials by college and university libraries? In an effort to discover by sampling to what extent local history materials are being preserved by these libraries, letters were written to fifty representative colleges and universities in all sections of the country. Communications also were sent to some forty state historical commissions, state departments of archives and history, and state libraries. A few national organizations, such as the American Association

for State and Local History, responded to requests for information.

The replies received from college and university librarians registered a wide variance in interest and activity, which was to be expected because the extent of a library's local war history collection is dependent on the size of the library and its nature and on the community and state in which it is located. A few libraries which had zealously collected the records of World War I only to see them unused and gathering dust are decidedly lukewarm about starting a similar project. One librarian even goes so far as to express the opinion that such activity is "pure busy work." Others, however, are interested and are "doing what they can," but are handicapped by lack of staff and space. Some libraries report that they always have collected local history materials and will continue to do so but are making no special attempt to preserve the records of this war. A few take comfort in the thought that other agencies on the campus, such as the alumni office and the publicity bureau, cover the field so well that little is left for the library to do. Frequent mention is made of a strong public library in the same community which is collecting local war records, thereby leaving the college library responsible chiefly for obtaining the war records of its own institution. The local war history programs of the larger univer-

¹ "Plans for the Historiography of the United States in World War II" in "Notes and Suggestions . . ." *American Historical Review* 49:243, January 1944.

sities, some of them with regularly appointed "war historians" or "curators" of their war literature collections, are too ambitious for the smaller college library to emulate, but there are certain fundamental local records relating to World War II which it would seem every college should collect and preserve.

A sensible preliminary step might be for each college library to critically survey its previous war collections, particularly that of World War I, noting their obvious lacks as well as the items of most interest and value. To obtain a picture of the nationwide collecting activities during the First World War, Lester J. Cappon's article on "The Collection of World War I Records in the States"² and Waldo G. Leland's "Historians and Archivists in the First World War"³ merit careful reading.

Every college library certainly should be in close touch with its state historical commission or with whatever administrative agency is heading up the war records project in its state; it should ascertain the extent of the state, county, and outstanding community collections, and thus avoid unnecessary duplication of effort.

Initial Stimulus

The initial stimulus—on a nationwide scale—to the formation of war records projects in the states was given, shortly after Pearl Harbor, by the Social Science Research Council's Committee on the Control of Social Data, which later functioned under the sponsorship of the Committee for the Conservation of Cultural Resources. These committees have encouraged the state historical commissions

and other administrative agencies to direct and act as coordinating agencies in the collection and preservation of World War II materials in local communities. The American Association for State and Local History, through its special Committee on State and Local War Records, also is making an effort "to encourage the various state war records projects throughout the country and to serve as a central clearing-house." This committee, under the chairmanship of Dr. Cappon, has just issued a report on "War Records Projects in the States 1941-1943"⁴ and also the first number (March 1944) of the *War Records Collector*.

Some of the war history manuals issued by the state historical commissions are helpful, although of course they contain many categories for collecting that apply chiefly to public and historical society libraries. The following states are among those which have distributed publications which seem particularly useful: The Iowa State Department of History and Archives has issued a "War History Manual"⁵ and also separate publications on the clipping file,⁶ vertical file,⁷ and preservation of war records.⁸ New York, through its division of archives and history, has published a fairly extensive "War Records Handbook."⁹ The North Carolina Office of Civilian Defense, in cooperation with the state department of archives and history, has distributed a "War Records Man-

² Cappon, Lester J. "War Records Projects in the States 1941-1943." *Bulletins of the American Association for State and Local History* 1:189-226, March 1944.

³ Iowa State Department of History and Archives. "War History Manual." August 1943. 8p.

⁴ Iowa State Department of History and Archives. "A War Information Center Clipping File." August 1942. 11p.

⁵ Iowa State Department of History and Archives. "A War Information Center Vertical File." September 1942. 12p.

⁶ Iowa State Department of History and Archives. "Preservation of Materials for War Records World War II." September 1942. 8p.

⁷ New York. State Education Department. Division of Archives and History. "War Records Handbook." 1943. 31p.

² Cappon, Lester J. "The Collection of World War I Records in the States." *American Historical Review* 48:733-45, July 1943.

³ Leland, Waldo G. "Historians and Archivists in the First World War." *American Archivist* 5:1-17, January 1942.

ual"¹⁰ and also special bulletins. The Pennsylvania Historical Commission has a "War History Manual,"¹¹ and the Wisconsin War Records Commission a "War Records Manual."¹² Bulletin Number Seventeen of the Michigan Historical Commission is entitled "War Records World War II."¹³ The Ohio War History Commission distributes to its county and local chairmen a monthly bulletin "Communikay"¹⁴ instead of a manual. This commission, moreover, has a useful folder: "What Are YOU Doing to Preserve Ohio's War Records?"¹⁵ The foregoing are only examples of similar material which may be secured from other state commissions.

Any local war history project, no matter with what high enthusiasm it may have been started, is sure to falter without the support of an administrative committee. For the small college, a committee with representation from the faculty, alumni, student body, and library staff might be feasible.

Supported by a representative committee and guided by manuals and bulletins from state and other agencies, each library then must determine what records shall constitute its local war history collection. The materials that follow are suggestive only.

Records of Alumni and Former Students in the Armed Forces

Service Records. The service records

¹⁰ North Carolina Office of Civilian Defense and State Department of Archives and History. "War Records Manual." 1942. 6p.

¹¹ Pennsylvania Historical Commission. "War History Manual." 1942. 11p. See also this commission's *Pennsylvania's First Year at War*. 1943. 100p. "Pennsylvania's Second Year at War" is in preparation.

¹² Wisconsin War Records Commission. "War Records Manual." May 1943. 16p.

¹³ Michigan Historical Commission. "War Records of Michigan World War II." Bulletin No. 17. 1943. 15p.

¹⁴ Ohio War History Commission. "Communikay." V. 1, no. 1, July 15, 1942 (In progress).

¹⁵ Ohio War History Commission. "What Are YOU Doing to Help Ohio Preserve Her War Records?" 1942. 8p.

of alumni and former students usually are kept in the alumni offices of colleges and universities. These records, secured from postal card questionnaires or special letters, naturally are more elaborate in the large institutions. A common practice is to have a master file with a separate envelope for each individual's service record and all other war information, including pictures, letters, clippings, and biographical data. For the missing and the dead, an effort usually is made to secure as complete information as possible by writing the next of kin for biographical information and photographs. Much of the material in these master files, no doubt, will remain permanently in the alumni offices. In some colleges and universities, however, arrangement has been made for the library to receive letters of particular interest or significance for their memorabilia collections.

Letters. War letters have poured into colleges as a result of various appeals. The president's office receives numerous letters through the issuance of special messages or bulletins to alumni in the services.¹⁶ Requests for letters, likewise, are made in the alumni magazine and the student newspaper.

Because of this letter-gathering activity in the administrative and alumni offices, college libraries in general are making little attempt to collect war letters directly. But it would seem that they might take a more active part, and there are a number of well-known sources through which war letters may be obtained.

A few university libraries, among them Minnesota and North Carolina, have sought letters from former student assistants and staff members. In some

¹⁶ Wilkins, Ernest H. "Ways of Keeping in Touch with College Men in Military Service." *School and Society* 55:362-64, Mar. 28, 1942.

instances these letters have been particularly interesting in that they form a series from a single individual from the time he reported at his induction center until his present post overseas.

Faculty members should be urged to turn over either to the library or to the alumni office, letters which they receive from students in the services. To round up letters, a regularly designated member from divisional faculties or departments would be helpful.

Class secretaries frequently receive war letters which are of value and interest and which might be given to the library. Fraternities and local clubs or societies on the campus are further possible sources. The faculty sponsor of the "Poet's Circle" on the Miami campus is corresponding regularly with former members now in the service and already has accumulated a most interesting file from various war theatres. Ministers, newspaper editors, and other representative citizens of the community usually are glad to give to libraries the letters which they receive.

The families of men and women in the services naturally are reluctant to give up personal war letters at this time, but arrangements might be made to have the letters, or parts of them, copied or to have them presented at some time after the war.

Diaries

The necessity of censorship, which often limits the interest and information in overseas letters, would not impose the same limitations on diaries, and any of these which could be secured—probably chiefly after the war—would be a most important addition to the local war history collection. The Miami University Library only recently secured a Civil War diary which gave a much more vivid and

complete account of the formation of the "University Rifles" in May 1861 than had appeared in the student paper or local newspaper of the period. Efforts made during and immediately after a war are necessary to prevent many of these valuable manuscripts from being lost.

Antioch College has under consideration an interesting project of asking each alumnus, when mustered out, to write an account of his war experiences. Even if only a small percentage of the alumni responded, the collection would be decidedly worth while, particularly if it included the accounts of men and women in the many different branches of the service and from the various theatres of war.

A most effective appeal for letters and diaries is a single sheet "reprinted with variations" from the *Michigan Alumnus*, 1943, urging the alumni of one institution to send such materials to the university war historian. The following lines are quoted from this appeal:

Soldiers and sailors are proverbially given to letter and diary writing; they are effective epistolarians. Examples of their proficiency in this respect during Civil War and World War I days abound in the Michigan Historical Collections. . . . To read these compositions is to gain a realistic conception of war with its many implications; they impart to the war the earthiness of the Army, the saltiness of the Navy. One may anticipate the breeziness of the Air Forces as well in the World War II diaries and letters which the collections hope to acquire.

Other manuscript records to be secured would include unpublished addresses, radio scripts, sermons, and the proceedings of war discussion groups and forums.

Civilian Contributions of Faculty and Alumni

Most of the college and university li-

libraries reporting state that they are making no effort to set up special collections of faculty and alumni civilian contributions to the war effort. They feel that outstanding civilian achievements are sufficiently recorded in alumni magazines, the student and local newspapers, and annual reports of the college president, as well as through the clipping services subscribed to by many college news bureaus.

It is true that most of the scientific and technical war research is at present confidential; its story cannot be told fully until after the war. It would seem, however, that alumni and faculty, now on leave, engaged in research or carrying on other work in government and industry should be encouraged to record their activities upon return to their former positions when the war is over.

Faculty members, "retreaded" to carry on the instructional programs in military service units on the campus, have made a vital contribution to the war. For the most part their work is all the more remarkable because often it has been far removed from their chosen fields. Perhaps a French professor is teaching aircraft identification or a German professor, meteorology. A paper read recently at a civilian men's club by a member of the English department, entitled "From English Literature to Practical Navigation," recorded in a most amusing and yet informative manner the story of a transplanted instructor in the Navy V-12 program. A copy of this paper surely should be found in the war history files.

Curriculum Changes

Accelerated programs in the colleges and universities and sweeping curriculum changes, particularly in the offering of more scientific and technical courses,

quickly followed our entry into the war, as higher educational institutions attempted to adapt themselves to war needs. In many colleges, because the war had been anticipated, special courses were added even before Pearl Harbor. As early as 1939 students were taking pilot training on many campuses under the sponsorship of the Civil Aeronautics Authority. The Army and Navy succeeded the C.A.A. as sponsors of these courses in 1942, when they became known as the W.T.S. program. Early in 1941 colleges and universities throughout the country began to offer courses under the Engineering, Science, and Management War Training Program initiated by the United States Office of Education. These E.S.M.W.T. courses, taught in nearby industrial cities by faculty members, are continuing. The records of the C.A.A. and E.S.M.W.T. programs can be obtained after the war from the files of the faculty officials in charge of them.

The University of Michigan war historian, Howard Peckham, recently has written a bulletin on "The University in the War,"¹⁷ which surveys Michigan's services to the armed forces and the home front. It is very suggestive of the different local materials which ought to be preserved.

The reports of the administrative and faculty committees on wartime curriculum changes—especially committee reports on postwar planning, of which vocational rehabilitation is one aspect—certainly should be included in the college's war history collection.

¹⁷ Peckham, Howard. "The University in the War." University of Michigan Official Publication 45, no. 54, Jan. 12, 1944. 15p. See also, by the same author, "University War Records." *War Records Collector* 1:9-10, May 1944. The most extensive survey is, of course, Evelyn S. Little's "War Activities of College and Research Libraries." *College and Research Libraries* 4:179-211, June 1943.

Army and Navy Specialized Training Programs

Most of the records of the military service units on the campus, of course, cannot be obtained at the present time. As one librarian points out, "It is a question first of all what to ask for, and furthermore officers are much too busy to have time to sort out what printed material could be given." The difficulty of securing these records is further complicated by the swiftly changing personnel which heads the service organizations.

However, in the case of some units certain records can be obtained at once. For example, the Air Force requires of each unit that it write its history; a copy of this, up to date, can be secured now. The daily activities of all service organizations are recorded in their regular bulletins, papers, and yearbooks. These are available, and complete files, of course, will be kept. After the war the historical records, at least, of all the units will be available. Directives, syllabi, and textbooks of the specialized training programs could be included in the collection. Because the faculty liaison officer in charge of these training programs is in daily contact with the service officers, naturally he is in a strategic position to make arrangements for securing the records. The faculty member directing one Navy V-12 program has promised to give the library any desired material from his files after the war, beginning with an account of his indoctrination course.

Wartime Organizations on the Campus

All college campuses abound with wartime agencies, some of them permanent like the Red Cross, some temporary like the U.S.O., and some defunct like the Finnish War Relief. In the case of defunct

agencies, their records should be secured at once from the local chairmen or secretaries; and in the case of organizations still operating, definite arrangements should be made to secure their records at the close of the war. Faculty and students alike have contributed to the success of these organizations, upholding the reputation of the U.S.O. as an effective morale builder, taking their part in the local civilian defense group, submitting themselves as first aid "patients," and contributing their pint of blood many times over.

Red Cross drives, war bond and war stamp sales are examples of other wartime activities of which there should be a written record, along with posters and pictures to make them vivid.

Newspapers and Periodical Publications

The Local Newspaper. Few librarians would be likely to dispute a sentence that occurs again and again in articles on collecting war materials: "The local newspaper is the most important single record of the war."

The college library probably would wish to keep complete files of local newspapers even though they might be available also in the local public library, because the papers would have articles on the war activities of the college treated in a different way from those in the college newspaper.

Most college librarians seem to feel that if a complete file of the local paper is kept, a newspaper clipping collection of the files would not be necessary. As has often been stated: "The future writer of history will be much more interested in complete files than in clippings." One librarian writes: "As to clippings, I personally see no advantage in a collection of them if good files of local papers are kept. Such a collection is of little value unless

it is very complete, carefully preserved, and thoroughly indexed, and I have found that even large and well-organized libraries have not enough time and help to do the job well." Probably the ideal procedure would be to make a careful index of the local papers, such as the newspaper indexes prepared under the direction of the W.P.A., but unfortunately few libraries have the staff to undertake this task.

If it is desired to maintain a newspaper clipping file in addition to the complete file of the local paper, obviously a duplicate subscription will have to be entered. Clippings, of course, may be treated in various ways. One method is to place them, loose or mounted, in manila folders, to assign subject headings, and to file them in the vertical file. Another common practice is to paste them in a loose-leaf scrapbook. For both methods, a chronological arrangement under subject should be adopted. To be usable the clipping file, whether in folders or a scrapbook, must be indexed. The Sept. 3, 1943, *Bulletin of the North Carolina Historical Commission* gives a brief procedure for indexing newspapers, with a suggested subject heading list. These instructions also could be used for indexing the clipping file and might be useful to the library without experience in such work. Other state historical commissions likewise treat the handling of newspaper clippings. Stanley Erikson, in his article on the "Preservation of Community War Records,"¹⁸ discusses in some detail the possibilities of the newspaper clipping collection and of scrapbook files. Scrapbooks—often containing programs, leaflets, and other material in addition to clippings—

probably will be kept chiefly by the smaller libraries which are unable to undertake any ambitious program of collecting war materials but wish to record in some way the war activities of their institutions.

Alumni and Student Publications

Complete files of student, alumni, and administrative publications, of course, will be kept by all libraries. Many of these publications are mimeographed sheets, issued only during the war, and are somewhat elusive. As in the case of local newspapers, duplicate files of the more important publications probably should be secured to permit clipping if desired.

U.S. Camp and Overseas Publications

Only a selected number of the largest libraries in the country could hope to approach any degree of completeness in a collection of the United States camp and overseas newspapers of this war, and apparently not many of them are attempting it. One of the largest university libraries reports that during the first months of World War II, it wrote to every camp and similar organization which published a paper but received a reply in only 2 per cent of the cases and then only a few of the papers. Another great university library, however, reports extremely good results in obtaining both U.S. camp and overseas newspapers, stating that "Camp editors have been very generous in response to requests for their publications, have placed the library on their mailing list, and have sent back files of their publications."

It has been pointed out that the problem of securing the publications of camps and service units for this war is "comparatively greater than the problem for the last, because of the lack of a stand-

¹⁸ Erikson, Stanley. "Preservation of Community War Records." *Illinois Libraries* 26:10-11, January 1944.

ardizing influence like the Y.M.C.A. and the *Stars and Stripes* in the last war, and the prevalence in this war of mimeographed and similarly duplicated periodicals."

State historical societies naturally will attempt to secure complete files of all camp publications originating in their own states, while a few of the great public and university libraries, no doubt, will attempt to obtain as many as possible of the overseas papers. However, probably any college library will be interested in the files of a camp paper if edited by an alumnus or in a special issue if it happens to record the noteworthy war service of a local student. One librarian makes the pertinent warning that the paper on which these publications are printed is so inferior that they would have to be microfilmed if there were any thought of permanent preservation.

Books and Pamphlets

Copies of locally published books and pamphlets dealing with the different phases of the war usually have a limited circulation; if they are to be saved at all, they probably will have to be saved by the local library. The number of these publications will not be very great in the average college community. However, the writings of faculty and alumni on the war and on national and international problems arising from the war, issued by nationally known publishers, in all likelihood will be much more numerous. They, too, should form a part of the college's World War II collection.

The photographic section of a college's local war history collection surely would include individual and group pictures of alumni and former students in United States camps and in overseas units. Some of these photographs are now in the alumni

offices or in the offices of the publicity directors, but many will find their way to the library after the war and others are now coming directly to the library.

Pictures recording the many-sided war activities of the campus should be gathered in at every opportunity. Fortunately, alumni magazines, college newspapers, and especially yearbooks record pictorially the college life in wartime. Colleges usually have an official photographer who is particularly busy these days, and to his photographs should be added the contributions of the numerous amateur camera fans who inhabit all college campuses. One librarian reports good results from visits to the local photographic studios, a source that easily might be overlooked.

Many colleges and universities have made moving picture films showing the activities of the wartime campus. Some of these are made frankly for advertising purposes, but, nevertheless, they will be graphic records for the war history collection.

The photographic record of the Army and Navy service units on the campus probably will be unusually complete because their classes, drills, parades, and athletic contests are filmed on every possible occasion.

It is hardly necessary to add the caution that the persons in the photograph and the place and date should be noted carefully on the back of the picture. We all have had the experience of attempting in vain to identify some "native" from an early campus "shot," because such information was lacking.

Posters, Dodgers, Leaflets, and Music

Posters. All libraries are deluged with posters from the Office of War Information and other agencies, but it is those of local origin which each college library

should make a determined effort to procure for its war collection. These should include organizational posters, such as those of the local civilian defense group, special posters made under the direction of the art department to aid in the countless war "drives" on the campus, as well as the hundreds of everyday varieties thumb-tacked onto college bulletin boards throughout the school year. Posters must be snatched in time or they will be gone forever. All campus organizations should be asked to save their posters for the library collection. It probably will be necessary to weed out the stacks of local posters rather carefully, because, as one librarian remarks: "Posters are decorative and interesting but they are expensive to preserve." It is essential to have special oversized cabinets or files to care for them properly.

Dodgers, leaflets, and special bulletins unquestionably comprise a graphic and often entertaining side of a war history collection, even if they are of themselves of no great importance. The library "rescued" one special notice from the president's office which is amusing to read now but seemed serious enough at the time. Shortly after Pearl Harbor the faculty on many campuses were "jittery" about rumors that the college would be taken over in entirety by the Army or Navy and that everyone would lose his job. On the Miami campus the faculty started streaming in panic to the president's office for some official word. Finally, in desperation, the president issued an official notice which he tacked up outside his door; the conclusion was the comforting reminder, "Someone has said that most of our troubles never happen." Already the dodgers announcing blackouts and air raid drills seem to belong to a strangely remote past.

Music. War, as always, stimulates the writing of countless songs. Copies of any war songs composed by the alumni or faculty naturally would be secured. Photostats of the original music manuscripts would add interest to the items.

There is a decided lack of enthusiasm among college and university librarians for collecting museum material, such as war relics and trophies. These definitely have their place but, since they will be sought and cared for by state and local museums, they probably have little fitness in the average college library. However, a few trophies of the war undoubtedly will be presented to all college libraries and in many cases will be accepted. It is true that they do add a certain amount of "window dressing" to special exhibits. Miami has one service flag which is, to say the least, unique. A certain member of the faculty, rejected for military service because of a stomach ailment, was presented with a strange service flag by his colleagues, on which the "heraldry" consisted mainly of a large "4-F" together with a graphic representation of the afflicted organ.

Arrangement of Collections

The methods of arranging the local history materials of World War II naturally vary with different libraries. The tendency seems to be in some of the smaller institutions where the collection is not large to keep them together as a unit or to incorporate at least a large part of them in the college memorabilia collection. In many of the larger universities, however, no such attempt is made. Books and pamphlets are cataloged and sent to the regular stacks, periodicals go directly to the periodicals room, and archives to the archives division. The great mass of miscellaneous publications, including clip-

pings, leaflets, and mimeographed releases, are arranged, usually by subject, in vertical files or pamphlet boxes. One large library, however, is using not a subject but an alphabetical arrangement which is in most cases alphabetical by producing agency. Because of its enormous quantity, it is not possible to catalog much of this miscellaneous material at present. Certain librarians state frankly that they are not ready to say what the final disposition of it will be. It may be kept together as a unit or may be distributed, dependent somewhat upon how and by whom it will be used.

The libraries which have served as war information centers, of course, have accumulated local, as well as state and national, war materials. These war information collections may never be broken down into localities. Libraries may feel that they are more significant under subject arrangements.

Mount Holyoke reports the following arrangement, which seems to handle the disposition of the local war history collection rather neatly:

We have already set up two collections of material relating to the history of events and people connected with the college, one for manuscript and one for printed material. These have their own classification schemes which include definite places for the wars we have experienced. The material we receive automatically falls into those assigned places.

*Archives and Libraries*²⁰ has had helpful articles on the preservation of local historical manuscripts and archives which are suggestive, even for small collections where only the simplest cataloging is necessary.

²⁰ See in particular *Archives and Libraries* for the years 1938 and 1939.

It should be emphasized that only those types of material have been listed which it seemed every college and university library might wish to have represented in the World War II collection of its own institution. If, as suggested by Dr. Cappon, the college library should broaden its local history activities to include also the records of the local community, as distinct from the campus, then many more types of records will need to be added to the list. Dr. Cappon's views are stated in a recent letter in which he says:

I think every higher educational institution should be urged to take the responsibility for preserving not only its own records but all materials pertaining to the town, city, or county in which it is located.

But, as was said earlier, the different state war history manuals list the types of local community records so completely that it does not seem worth while to repeat them here.

In an article on "The Local History Museum and the War Program,"²⁰ Arthur C. Parker remarks that "Collecting is an art that only a trained person should attempt to practice. Anyone can collect promiscuously but it takes clear thinking to collect systematically with an end in view." Most college librarians probably will find that they have done a certain amount of "promiscuous" collecting in assembling their World War II material and that they have on their hands many "throwaways," the best place for which is the wastebasket.

Dr. Overman has stressed that in this war we should not resort to the common practice of World War I when records

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²⁰ Parker, Arthur C. "The Local History Museum and the War Program." *Bulletins of the American Association for State and Local History* 1:84, October 1942.

The Future of the Research Library

Mr. Rider is librarian of Wesleyan University. The editors asked him to try to summarize the main line of reasoning developed at length in his provocative new book, The Scholar and the Future of the Research Library, published last month. This article is the result of that request. Appraisal should be withheld until the book itself is read.

OF ALL THE PROBLEMS which have of recent years engaged the attention of educators and librarians none have been more puzzling than those posed by the astonishing growth of our great research libraries. My own interest in this subject has, over the years, resulted in a series of papers, some of them mainly analyses but others endeavoring to suggest specific answers to parts of what has sometimes seemed to be an almost insoluble puzzle.

I would be the first to admit that, as a whole, these papers were all tentative, inconclusive, even in places mutually contradictory. They made no claim then to be anything else. They were a "thinking out loud," an attempt to suggest directions along which solutions might possibly be arrived at rather than an offering of assured conclusions. But one very definite conclusion they did reach: that no emendations in library methods alone are going to solve our research library growth problem, for any savings so effected are quickly overwhelmed by its ever-increasing magnitude. More and more over the years I became convinced that our only possible

answer lies in interlibrary cooperation and cooperation on a much more sweeping scale than any we have ever envisaged. So when two years ago the committee headed by Mr. Metcalf made its epoch-making "division-of-fields" report, it seemed to me a very important step in the right direction.

It is now four years since the idea came to me which is the subject matter of the book of which this paper is intended to give a sort of preview. It was an idea that seemed so obviously and completely "right" that I was very definitely afraid of it! I distrusted my own judgment. So there followed four years of making and remaking innumerable samples of it, of attacking it, testing it, criticizing it. But it had a disconcerting ability: it seemed able to convert every new objection brought against it into a new argument in its favor.

In all the endeavors that we may make to solve the problem of research library growth we must always remember that no solution is going to be entirely satisfactory to the scholar if, directly or indirectly, it takes his books away from him.¹ Having the text of his material conveniently near his elbow is his *sine qua non*. Compared with this immediate availability of his text, every other service which we, as librarians, may offer him—no matter what it is—is, to him, relatively unimportant. But, obviously, if research libraries are go-

¹ *The Scholar and the Future of the Research Library*, part 1, chapters 4 and 6, discuss some of the "solutions" that do propose taking the scholars' books away from him.

ing to continue to double in size every sixteen years (or every twenty years or every thirty years for that matter), we are not going to be able to keep the scholar's books at his elbow unless we can find some quite unprecedentedly inexpensive way to do it.

Four-Part Cost

And we must always bear in mind a second premise, that the cost of maintaining a research library is not a matter merely of the original purchase cost of its materials. These must be made amazingly cheap, to be sure. But purchase cost is only the first of four main categories of cost.² Our cataloging of them must also be made amazingly cheap, our binding of them amazingly cheap, our storage of them amazingly cheap. We must never forget that this problem of library growth of ours is always this four-part problem and that *unless we are able to accomplish a reduction in the cost of all these four parts we arrive at no real solution of it.*

But, if one sits back and views the whole problem quietly and quite dispassionately, it becomes increasingly obvious that any such extreme reductions in cost as the situation demands are quite impossible of realization unless we are able to develop some entirely new synthesis, some entirely new integration of our materials. This was the point at which I had arrived four years ago. This is the question which, it would seem, faces the library world now: is any such a new synthesis possible? *Is it possible that we are approaching the end of an era in our library methodology?*

It is now sixty or seventy years since, under the compelling assurance of Dewey and Cutter and Poole and their fellow pioneers, the library world crystallized a definite pattern of library technique which,

although it has been greatly amplified and refined, has never been basically changed. There has even been a tendency in some library circles to take it for granted that it was a final technique. But no technology is ever final or finished. Entirely new conditions arise. In the library world we see them already arisen: in fact they are pressing upon us for solution. Can it be that we are standing on the threshold of changes in our libraries that are going to be far more sweeping than those which the library pioneers developed six or seven decades ago?

Mass and Detail

Libraries are great complexes of tiny items, items which it is impossible to handle on a mass-production basis because each one, tiny though it is, is highly individualized and demands equally individualistic treatment. It is this combination of enormous mass and extreme individualization of detail that has made the problem of research library growth so difficult a one to solve. And our search for a solution has been further complicated by our insistence on viewing the problem, not as one, but as a whole line of problems, problems interconnected at various points to be sure but apparently not in any way that helped us.

We have tried—and this was just as true of my own efforts as of anyone else's—to solve the various phases of our problem one by one as though each existed in a vacuum, not tied up—as they are—in a veritable mesh of methodological interrelationships. We have tried to solve our problem of swollen cataloging cost as though it were a separate and independent problem and our book storage problem as though it also were something separate and independent. We have tried to economize

² Further discussed in *op. cit.*, part 1, chapter 3.

on binding costs as such, on circulation costs as such, on ordering costs as such, etc., etc. And the reason that we did this, the reason that we failed to integrate what were really interlinked factors of one single problem, was that we were blinded by the *status quo*. We insisted on continuing to accept as library axioms, unalterable and unquestionable, certain assumptions which had no validity as axioms, such pseudo-axioms as: libraries are collections of books, books are stored on shelves, library materials have to be cataloged, catalogs have to be made on cards, books must be arranged by their call numbers, etc., etc., etc. It is not until we have looked behind, and beyond, every one of these—and many other—supposedly basic axioms of library method and have seriously questioned their immutability, that we begin to make any real progress. For when we do this we are suddenly amazed to find the mismatched bits of our research library growth-puzzle falling, almost of themselves, into a quite astonishingly new synthesis.

A Sample of Micro-Reduction

Let us see if the phrase used above, "failed to integrate," can be made more concrete. Some months ago we here at Wesleyan bought, from the Readex Microprint Corporation, their reproduction of the two English literature volumes of the *Church Catalog*. Their micro-print copy of these volumes came to us on six leaves of paper, each leaf six-by-nine inches in size and each printed on both sides. The six leaves were delivered to us enclosed in a substantially made, linen-bound slip-cover box, six and one half by ten inches, and two inches thick, duly labeled on its back-strip edge so that it could be stored upright on the shelf like a book.

The point we are getting at here is this: the *Church Catalog* had, by micro-reduction, been greatly reduced in purchase cost, had been reduced in fact to about one twenty-fifth of its established auction price in book form. And, obviously, that is a very substantial accomplishment. But book purchase cost, we must always remember, is only the first of four categories of book cost. What had the Readex people done about the other three? Clearly they might, in some way, have done *something* about storage cost at least; because they had, through the magic of micro-reduction, shrunk twelve hundred large pages down to twelve small ones, *i.e.*, they had effected a more than 99 per cent decrease in storage bulk.

Failure to Integrate

But in this particular case, as in most of the attacks which we librarians have ourselves made upon the library growth problem, there had occurred at this point *a failure to integrate* all four of the factors of cost. What was the result? So far as storage was concerned our six leaves of micro-printed *Church Catalog* were delivered to us as a complete unit in a form that negated practically all of the saving in storage cost that micro-reduction had effected. We were, to all intents and purposes, put right back where we started: we were asked to handle and store a "book" again and a fairly bulky book at that.

What of the last cost factor, cataloging? About it also the Readex people did nothing. It never even occurred to them that it was any business of theirs to do anything. (And, very possibly, at this stage, it wasn't.) In any event their failure to integrate cost four into their over-all production picture meant that, when we re-

ceived our six-leaf "book" from them, we had to catalog it ourselves; and, in doing our cataloging of it, we had to follow exactly the same procedure, and had to incur exactly the same expense, as we would have had if we had been cataloging the *Church Catalog* in its original two-volume form.

This particular illustrative example has been picked out, not because the Readex people did anything short-sighted or at all out of the ordinary. Quite the contrary. They did exactly what all other publishers and all librarians have been doing. But what they did shows, in essence, why the micro-reduction of books for libraries has been, to date, so relatively disappointing a development. For—all propaganda to the contrary notwithstanding—it *has* been disappointing. We have had coming into our research libraries a mere trickle of micro-materials, where our micro-enthusiasts had hoped for, and had expected to have, a flood. And the reason why this flood has never come is the one just stated: micro-reduction has never yet really integrated itself into library practice. *Micro-materials have always been treated* (by their makers, by their users—and by librarians) *as though they were books*. A different sort of books, to be sure, an annoyingly different sort, and so problem-making instead of problem-solving.

Chance to Begin Again

No one seems to have realized that, abruptly, for the first time in over two thousand years, libraries *were here being offered a chance to begin all over again*. In this first half of the twentieth century A.D. the recorded words of men were coming in to us librarians, not in the form of the books in which they have been coming in to us for two milleniums, but in a brand-new form, an utterly, completely,

basically different form, a form that demanded and that, if we could only see it, would require an utterly and completely and basically different library treatment.³ Because we didn't see this, we tried, our hardest to treat them in the way we treated books. And we became annoyed when this didn't seem to work out very well.

Did it work well? Consider what we have all been doing when we took in a twenty-page pamphlet which had been reduced for us to a ten-inch strip of micro-film. A ten-inch strip of film doesn't seem to fit into conventional library practice *anywhere*. How, for instance, have we tried to store it? Some of us put it in a box on the shelves. But, if we did that, we canceled—exactly as the Readex people did with the *Church Catalog*—all of the economy in storage space that micro-reduction has salvaged for us. Some of us put such a snippet in an envelope, and then filed the envelope in some sort of a vertical file. This worked fairly well, provided we had enough similar snippets to make a real file out of them, which most of us have not had. Some of us tried splicing a lot of such snippets together until we had created a composite reel of odds and ends. But this result was, of course, always a hodgepodge, awkward to use—and a sad mess to catalog.

Cataloging

"To catalog!" Here we are, back again to the fourth great factor of our growth problem, to that cost which, in actual fact, bulks larger than any one of the other three. Who has made any attempt whatever really to integrate micro-reduction and cataloging? Remember that now we don't mean drawing up a

³ For the "circulation aspects of the 'solution'" here proposed see *op. cit.*, part 2, chapter 6; for the cataloging side, see part 2, chapters 3 and 4.

set of supplementary cataloging "rules," to be duly inserted in our cataloging "codes," rules to cover such questions as: "What additional data, if any, should be given when we are cataloging materials in micro-form?" "What form of 'collation' is required when cataloging films?" "Who, in the case of films, shall be deemed the 'publisher'?" and such similar cataloging minutiae.

It can be granted that there is in the record any amount of *this* sort of cataloging discussion. But now we are talking about something far deeper and more fundamental. We mean: what thought has been given to the idea that micro-reduction *might* make possible some basically new concept of cataloging, *might* make practicable some entirely new approach to the whole cataloging process? For this sort of discussion one searches the literature of microfilm almost in vain.

Almost. In his comprehensive compendium, *Photographic Reproduction for Libraries*, published only a few months ago, Herman H. Fussler, of the University of Chicago, does give a hint—not much but still a hint—of the sort of thing that we are now talking about. He says (here abridging his comment but italicizing some significant phrases):

The use of microfilm by libraries . . . has not resulted in *basic changes* of methods or organization . . . the question must be raised as to whether . . . we have gone far enough. Is it possible . . . to utilize *reproductive techniques in new and radical ways* which would result in . . . greater efficiency . . . to library patrons . . . in ways . . . *entirely divergent* from our present conception of library organization methods?

And a little further along he answers this question of his in these words:

There is a body of evidence in the ex-

perience of nonlibrary and nonresearch organization and in the inherent nature of the techniques themselves, to point toward an affirmative . . . answer. . . . *The library profession cannot afford to be too complacent or too conservative . . . if the library is to keep its rightful place in these swiftly changing times.*

Dr. Bendikson's Work

For many years, if any of us had made any attempt to effect the sort of new integration that we are now talking about, we would have been handicapped by the form in which micro-materials were being given to us. Two thousand years ago books in roll form gave place to books in folded flat-sheet form. But, although some of us have felt strongly that, sooner or later, micro-materials in roll form would make the same transition, there had, until recently, been discovered no practicable way to accomplish it. And, although we further suspected—some of us—that the material that was going ultimately to be used for these flat micro-materials would be paper, or its equivalent, primarily because paper is cheaper than film but also because it is more resistant to handling abuse, we had found no way to make this change either.

But, because we had these two ideas, some of us felt that Dr. Bendikson, of the Huntington Library, had been on the right track in his work, a decade or more ago, with paper photo-micro-prints, and thought that the very significant pioneer studies that he then made did not receive as much attention as, perhaps, they deserved. He had, of course, been stymied at the time he made them by the difficulty of reading his small-scale micro-reductions in paper-print form; but one may suspect that he believed that some day the optical difficulties that stood in the way of this

sort of micro-reading, as well as the technical difficulties that prevented the printing of micro-materials on paper, would both ultimately be solved. If he did have this faith it was justified. When word came to me one day three or four years ago that the Readex people had found the answer to both of these problems I was so excited that I took the next train to New York to see exactly what they had accomplished. They *had* indeed made a vast stride forward: we as librarians are not yet fully aware how great a stride. Before our eyes entirely new possibilities in the use of micro-reduced materials were opening up: entirely new micro-concepts were at last taking practicable shape.

Of course Dr. Bendikson and Mr. Boni are only two out of a great many micro-pioneers. There was the unknown man—whoever he was—who *first* took a miniature camera shot of a printed page. There have been Binkley, Draeger, Tate, Pratt, Raney, Metcalf, and a long list of others, who have struggled intelligently, unselfishly, and successfully to make microphotography the practicable library tool that it now is. These micro-pioneers are not the ones responsible for *our* failure to integrate their work more closely into our own. That was not their job. They were interested primarily in the technical problems which their new medium presented. They almost had to be. And, as a result of their ingenuity and vision and sacrifice, we have now attained a relative perfection of technical result which places us very much, and forever, in their debt.

Use of Catalog Cards

The new idea that is the subject matter of the book of which this paper is a summary came into being, as many such things do, from a quite unexpected direction. In

attacking the library growth problem from all sorts of angles I had, for one thing, become acutely dissatisfied with some of the aspects of our conventional catalog card. And one thing about it that kept bothering me was the way it wasted perfectly good—and relatively expensive—card space. In the first place, the face of the card was wasteful. Measurement of the superficial area of a great many catalog entries showed that, in the great majority of cases, a half-size card (*i.e.*, a card $6\frac{1}{2} \times 7\frac{1}{2}$ cm.) would provide all the space that was needed. And such a small card could be read and handled almost as easily as our so-called standard-size catalog card.

But, although I even went so far as to suggest in one of my early papers⁴ the possibility of giving such half-size catalog cards serious consideration and although, here at Wesleyan, we have for several years been successfully using such cards—several millions of them—for another purpose,⁵ I was still not at all convinced that we ought to change to them for cataloging. For one thing, half-size cards would not, of themselves, do anything about the wasted backs of our present cards. And, because this waste was twice as great as the waste on the fronts of the cards, it intrigued me that much more.

Use of Waste Space

The waste of space on a standard catalog card—even though it is a waste of three quarters of every card and even though it is being repeated on billions of catalog cards all over the world—might not seem, to most people, important enough to spend very much time over. But, as I was thinking about it one day, this idea

⁴ "The Possibility of Discarding the Card Catalog." *Library Quarterly* 8:329-43, July 1938.

⁵ In the work of the American Genealogical Index.

came to me: *why might we not combine the micro-texts of our books and the catalog cards for these same books in one single entity?* In other words, *why could we not put our micro-books on the (at present entirely unused) backs of their own catalog cards?* And wasn't this that new "integration" of our basic materials that I had for years been looking for? I called this new concept, this new correlation of functions, a "micro-card."

The more I considered this new micro-card idea, the more it grew on me. For, with almost miraculous simplicity, it seemed, automatically, *to solve, not one, but all four of the factors of our growth problem.* In my remaining space let me—very briefly indeed—run over these four solutions.

The cut in first cost, the original purchase cost of the text, is obvious. In the *Church Catalog* case the saving made was about 99 per cent. In very few cases will it be less than 90 per cent.

Storage Cost

Second, storage cost. Any one familiar with microfilm knows that a fair amount of micro-text can be put on the back of a standard-size catalog card, but even some microfilm enthusiasts may be surprised to learn *how* much can be put there. We are assuredly today only in the first stages of micro-reduction technique, yet even today it is possible—by using some very simple new methods in our photographing⁶—to get as many as 250 pages of an ordinary twelvemo book on the back of a single catalog card. And there can be no doubt at all that, given just a slight further smoothness in film graining, just a little more technical skill in micro-photo-

graphing, just a little more improvement in lenses and in camera efficiency, we shall be able, and in a very few years at that, to put, if we wish, as many as five hundred ordinary-size book pages—in other words a regular full-size twelvemo book—*on the back of one single catalog card.*

Of course, as has just been suggested, we can't do this if we insist on following the conventional methods that we have always followed in the micro-photographing of our texts. But there isn't the slightest reason why we should follow them.

Furthermore, very often—in fact, in most cases—we shall *not* want to put 250 pages, or anything like that number of pages, on the back of a single catalog card, even if we are technically able to do so. Other and very important factors indeed⁷ are going to enter into this particular question, and it is these factors rather than ultimate compactness in storage that are going to determine the number of pages we put on each card.

100 Per Cent Saving

In one sense micro-cards will reduce our storage cost not 90 per cent or 99 per cent but a full 100 per cent. Now it must be admitted that to claim a saving of 100 per cent on storage cost sounds a little crazy. But consider. A single twenty-three-inch-long catalog drawer would, if it were full of micro-cards, hold twenty-three hundred author-entry catalog cards, for twenty-three hundred books. It would also hold, on their backs—if we assume for the purpose of this example that none of this particular lot of books happened to be over 250 pages long—the *complete unabridged texts of all these same twenty-three hundred books in micro-re-*

⁶ Discussed in detail in Rider, *op. cit.*, part 2, chapter 2.

⁷ These are discussed in *op. cit.*, part 2, chapter 5, part 2, chapter 10.

duced form. And, obviously, to get in one single catalog drawer twenty-three hundred complete "books," books which would require for their storage in normal book form a row of eight bookcases, each case seven shelves high and three feet wide, would seem in itself to be quite enough of a miracle. But we said that our storage saving was 100 per cent. And 100 per cent it literally is. For our twenty-three hundred volumes, when they have been reduced to micro-card form, *actually occupy no space whatever*, because what they occupy is *the white space on the backs of the cards that would have had to be in that catalog drawer anyway if we had not printed our micro-texts on it*.

Take next, the third category of research library growth costs—binding. With micro-cards, binding costs also have evaporated. They too have been cut a full 100 per cent.

Yet still we have not reached—in fact we have not begun to reach—the end of the economies which micro-cards offer us. There remains the fourth and last factor of our growth cost problem: cataloging.

For decades librarians have been talking about cooperative cataloging, and yet, through all these same decades they have

kept right on doing a large part of their cataloging over and over again, in each of their libraries, independently. Now micro-cards come to invite those libraries for which they are intended—namely research libraries—to save somewhere between 96 and 99 per cent of their present entire cataloging cost. "Invite" isn't a good word: "force" would be a better one. For with micro-cards it is hardly possible to avoid, even if one wanted to do so, the enormous economies of genuine and complete cooperative cataloging. Why? *Because whoever prints one side of our micro-card will in practice print the other side also.*^{*} And just as the cost of printing the micro-card text, already small though it is in total, is divided up between a hundred or two hundred subscribing libraries, so the cost of cataloging will also be divided between the same one hundred or two hundred libraries. This means that our present costs for independently done cataloging will, for micro-cards, shrink almost to the vanishing point. Instead of a dollar or so per cataloged item, they will become a matter of a cent per item or less.

^{*} The publishing of micro-cards is discussed in *op. cit.*, part 2, chapter 7, and in the two following chapters.

Periodical Exchange Union

THE COMMITTEE on the Periodical Exchange Union has just revised the procedures of the operation of the union and has changed the name to the Duplicate Exchange Union. Under the new procedure members can be admitted at any time. Information concerning the union can be obtained from Donald E. Thompson, chairman, Committee on the Duplicate Exchange Union, University of Alabama, University.

DONALD E. THOMPSON, *Chairman*
A.C.R.L. Committee on the Duplicate
Exchange Union

By EDWARD A. HENRY

Doctoral Dissertations Accepted— Ten Years of History

A ten-year review of one of the notable projects of the Association of Research Libraries.

FOR MANY YEARS Clarence J. West, of the National Research Council, edited an annual list of doctoral dissertations in science. Soon after the Association of Research Libraries was organized in 1931 it took as one of its projects the preparation of an annual list of such dissertations in all fields. The American Council of Learned Societies, the Social Science Research Council, the National Research Council, the American Council on Education, and the Association of American Universities all approved the project.

Donald B. Gilchrist, then librarian of the University of Rochester and also executive secretary of the Association of Research Libraries, undertook the task. He had much correspondence with Dr. West and made several trips to Washington for conferences with him. Dr. West was most helpful and cooperative in every possible way and Mr. Gilchrist, in his first "Introduction," expresses "especial thanks" to Dr. West, without whose cordial help the project could not have been realized. As an aid in starting the project, Dr. West secured a subsidy from the National Research Council and aided in securing similar aid from the American Council of Learned Societies, which sub-

sidies continued through three years at a decreasing rate.

Mr. Gilchrist sent calls for reports to all deans of graduate schools in the United States and Canada which were known to be granting doctoral degrees based upon research work. This specification automatically ruled out all honorary doctorates, all doctorates in medicine, veterinary medicine, dentistry, and the doctorate in law which is granted by the University of Chicago and some other universities to all their graduates in law. On the other hand, it includes not only doctorates in philosophy but also doctorates in education, in science, in library science, in the science of law (the graduate research degree), and a few other doctorates whenever these are based in part upon research dissertations. In some universities the graduate deans have referred the calls to the registrars, in others to the librarians, for reply, but in about half of the universities the information is still supplied by the graduate school deans. We mention this variation in source because in some institutions the librarians report only the dissertations received by the libraries. Thus the totals do not always agree exactly with totals compiled elsewhere—notably by the American Council on Education.

Mr. Gilchrist's first volume appeared in October 1934 under the title *Doctoral*

Dissertations Accepted by American Universities—1933-1934 (Number 1) and was published by the H. W. Wilson Company in New York City. It carried

reports from eighty-one universities. In arrangement it follows the plan used by Dr. West in his science reports. Table I herewith, by the zeros in earlier columns,

TABLE I
Number of Dissertations Accepted at Contributing Institutions, by Year

| Rank | | 1934 | 1935 | 1936 | 1937 | 1938 | 1939 | 1940 | 1941 | 1942 | 1943 | Totals |
|------|----------------------------|------|------|------|------|------|------|------|------|------|------|--------|
| 1 | Columbia | 179 | 207 | 191 | 203 | 178 | 203 | 198 | 199 | 187 | 145 | 1,890 |
| 2 | Chicago | 159 | 153 | 168 | 167 | 161 | 170 | 163 | 174 | 197 | 143 | 1,664 |
| 3 | Wisconsin | 125 | 127 | 118 | 130 | 147 | 147 | 160 | 106 | 163 | 133 | 1,446 |
| 4 | Harvard | 148 | 132 | 155 | 126 | 129 | 107 | 153 | 155 | 129 | 89 | 1,323 |
| 5 | Cornell | 88 | 136 | 124 | 125 | 130 | 130 | 131 | 167 | 117 | 128 | 1,276 |
| 6 | Yale | 117 | 128 | 118 | 135 | 105 | 132 | 113 | 137 | 122 | 49 | 1,156 |
| 7 | California, Berkeley | 112 | 112 | 98 | 106 | 113 | 94 | 122 | 136 | 130 | 114 | 1,137 |
| 8 | New York | 108 | 86 | 102 | 97 | 98 | 121 | 125 | 136 | 145 | 117 | 1,135 |
| 9 | Michigan | 113 | 90 | 94 | 107 | 111 | 89 | 141 | 122 | 94 | 102 | 1,063 |
| 10 | Illinois | 94 | 90 | 94 | 111 | 100 | 106 | 130 | 139 | 111 | 83 | 1,058 |
| 11 | Ohio | 82 | 103 | 77 | 82 | 88 | 101 | 97 | 152 | 123 | 91 | 996 |
| 12 | Minnesota | 79 | 82 | 80 | 83 | 71 | 88 | 113 | 105 | 114 | 123 | 938 |
| 13 | Iowa | 76 | 81 | 100 | 85 | 97 | 91 | 86 | 86 | 108 | 91 | 901 |
| 14 | Johns Hopkins | 104 | 50 | 67 | 64 | 83 | 65 | 65 | 62 | 68 | 34 | 662 |
| 15 | Pennsylvania | 62 | 50 | 63 | 54 | 54 | 54 | 71 | 42 | 66 | 60 | 576 |
| 16 | Catholic | 46 | 30 | 45 | 37 | 52 | 57 | 45 | 75 | 98 | 84 | 569 |
| 17 | Massachusetts Tech. | 41 | 40 | 49 | 54 | 58 | 66 | 64 | 71 | 59 | 47 | 549 |
| 18 | Iowa State | 42 | 35 | 62 | 48 | 42 | 46 | 53 | 67 | 62 | 51 | 508 |
| 19 | Princeton | 57 | 41 | 43 | 52 | 52 | 55 | 57 | 69 | 43 | 37 | 506 |
| 20 | Pittsburgh | 49 | 38 | 37 | 44 | 46 | 62 | 43 | 60 | 64 | 49 | 492 |
| 21 | Northwestern | 40 | 32 | 39 | 42 | 39 | 42 | 58 | 59 | 67 | 56 | 474 |
| 22 | Stanford | 38 | 45 | 42 | 38 | 23 | 56 | 42 | 59 | 38 | 45 | 426 |
| 23 | Texas | 23 | 29 | 21 | 32 | 33 | 42 | 46 | 33 | 45 | 37 | 361 |
| 24 | Pennsylvania State | 19 | 23 | 27 | 19 | 33 | 31 | 40 | 56 | 38 | 56 | 342 |
| 25 | Toronto | 36 | 27 | 36 | 33 | 34 | 32 | 35 | 38 | 36 | 18 | 327 |
| 26 | California Tech. | 30 | 30 | 36 | 26 | 25 | 32 | 30 | 29 | 28 | 23 | 289 |
| 27 | Duke | 22 | 29 | 25 | 24 | 29 | 31 | 23 | 46 | 34 | 24 | 287 |
| 28 | McGill | 25 | 34 | 22 | 30 | 26 | 33 | 32 | 25 | 36 | 24 | 287 |
| 29 | Southern California | 17 | 21 | 28 | 30 | 28 | 27 | 33 | 42 | 35 | 22 | 285 |
| 30 | North Carolina | 14 | 16 | 22 | 26 | 31 | 35 | 34 | 33 | 39 | 34 | 284 |
| 31 | Washington, Seattle | 18 | 27 | 26 | 27 | 27 | 35 | 33 | 30 | 17 | 24 | 264 |
| 32 | Virginia | 29 | 25 | 24 | 22 | 25 | 28 | 26 | 34 | 19 | 20 | 252 |
| 33 | Purdue | 10 | 16 | 22 | 20 | 12 | 14 | 28 | 51 | 43 | 25 | 241 |
| 34 | Missouri | 9 | 24 | 20 | 24 | 22 | 22 | 24 | 28 | 24 | 37 | 234 |
| 35 | Maryland | 15 | 21 | 20 | 17 | 17 | 16 | 18 | 29 | 30 | 29 | 212 |
| 36 | Nebraska | 19 | 24 | 17 | 22 | 20 | 13 | 24 | 24 | 34 | 12 | 211 |
| 37 | Fordham | 20 | 19 | 18 | 17 | 23 | 21 | 23 | 21 | 20 | 17 | 208 |
| 38 | George Peabody | 19 | 23 | 14 | 5 | 22 | 26 | 20 | 34 | 22 | 14 | 199 |
| 39 | Cincinnati | 16 | 16 | 14 | 15 | 16 | 30 | 27 | 21 | 18 | 20 | 193 |
| 40 | Brown | 20 | 15 | 25 | 17 | 14 | 15 | 19 | 25 | 24 | 15 | 189 |
| 41 | Indiana | 20 | 12 | 18 | 17 | 24 | 17 | 11 | 10 | 21 | 20 | 179 |
| 42 | Western Reserve | 11 | 15 | 17 | 19 | 13 | 24 | 25 | 18 | 14 | 21 | 177 |
| 43 | Rochester | 5 | 11 | 14 | 11 | 20 | 15 | 25 | 24 | 17 | 22 | 164 |
| 44 | Rutgers | 11 | 11 | 16 | 9 | 13 | 20 | 12 | 15 | 19 | 16 | 142 |
| 45 | Boston | 7 | 6 | 9 | 12 | 16 | 22 | 20 | 25 | 12 | 8 | 137 |
| 46 | Southern Baptist | 22 | 13 | 11 | 10 | 12 | 10 | 4 | 16 | 22 | 14 | 134 |
| 47 | Colorado | 8 | 13 | 16 | 10 | 13 | 10 | 13 | 21 | 18 | 9 | 131 |
| 48 | Kansas | 19 | 18 | 8 | 11 | 11 | 8 | 8 | 18 | 10 | 8 | 119 |
| 49 | Bryn Mawr | 11 | 14 | 3 | 16 | 9 | 10 | 12 | 9 | 19 | 14 | 117 |
| 50 | Radcliffe | 10 | 13 | 13 | 12 | 14 | 12 | 11 | 14 | 10 | 8 | 117 |
| 51 | Washington, St. Louis | 8 | 14 | 12 | 13 | 13 | 17 | 4 | 13 | 16 | 4 | 114 |
| 52 | Louisiana | 0 | 2 | 6 | 13 | 13 | 9 | 25 | 16 | 16 | 12 | 112 |
| 53 | St. Louis | 12 | 12 | 8 | 14 | 15 | 11 | 8 | 9 | 11 | 10 | 110 |
| 54 | Clark | 10 | 12 | 8 | 9 | 9 | 10 | 6 | 14 | 14 | 5 | 97 |
| 55 | Notre Dame | 18 | 2 | 6 | 4 | 6 | 11 | 12 | 14 | 14 | 10 | 97 |
| 56 | Vanderbilt | 8 | 4 | 11 | 9 | 9 | 14 | 9 | 16 | 10 | 5 | 95 |
| 57 | Michigan State | 8 | 14 | 8 | 11 | 7 | 7 | 10 | 13 | 8 | 7 | 93 |
| 58 | Lawrence* | 5 | 1 | 3 | 6 | 5 | 8 | 13 | 11 | 8 | 13 | 73 |
| 59 | Temple | 2 | 10 | 2 | 11 | 8 | 6 | 8 | 9 | 7 | 6 | 69 |
| 60 | George Washington | 11 | 10 | 7 | 3 | 8 | 6 | 1 | 5 | 10 | 7 | 68 |

* This is the Institute of Paper Chemistry at Lawrence College.

TABLE I—Continued

| Rank | 1934 | 1935 | 1936 | 1937 | 1938 | 1939 | 1940 | 1941 | 1942 | 1943 | Totals |
|--------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 61 Syracuse | 3 | 7 | 6 | 4 | 16 | 11 | 3 | 10 | 2 | 6 | 68 |
| 62 Georgetown | 0 | 19 | 19 | 1 | 0 | 6 | 9 | 6 | 2 | 5 | 67 |
| 63 Oklahoma | 5 | 8 | 7 | 9 | 1 | 8 | 5 | 8 | 3 | 6 | 60 |
| 64 Kentucky | 8 | 1 | 2 | 7 | 7 | 7 | 7 | 4 | 5 | 7 | 55 |
| 65 Rensselaer Polytech. | 7 | 11 | 5 | 8 | 4 | 3 | 1 | 6 | 5 | 4 | 54 |
| 66 Boston College | 9 | 6 | 8 | 7 | 9 | 7 | 3 | 0 | 4 | 0 | 53 |
| 67 Massachusetts | 6 | 6 | 2 | 2 | 3 | 5 | 12 | 7 | 6 | 4 | 53 |
| 68 American | 9 | 8 | 8 | 5 | 4 | 1 | 6 | 2 | 6 | 0 | 49 |
| 69 Hartford Theol. | 8 | 4 | 6 | 4 | 5 | 3 | 5 | 5 | 4 | 5 | 49 |
| 70 Brooklyn Polytech. | 0 | 1 | 1 | 6 | 1 | 2 | 4 | 9 | 10 | 14 | 48 |
| 71 California, Los Angeles ... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 15 | 20 | 48 |
| 72 Carnegie Tech. | 1 | 6 | 3 | 2 | 6 | 3 | 3 | 5 | 6 | 9 | 44 |
| 73 Florida | 2 | 3 | 7 | 3 | 4 | 6 | 1 | 7 | 5 | 6 | 44 |
| 74 Rice | 5 | 7 | 2 | 3 | 1 | 5 | 6 | 7 | 3 | 5 | 44 |
| 75 West Virginia | 0 | 13 | 4 | 2 | 2 | 3 | 4 | 4 | 3 | 3 | 38 |
| 76 Oregon State | 0 | 4 | 1 | 1 | 5 | 3 | 4 | 8 | 6 | 5 | 37 |
| 77 Washington State | 5 | 4 | 1 | 1 | 4 | 5 | 2 | 3 | 0 | 6 | 31 |
| 78 Niagara | 0 | 2 | 5 | 8 | 7 | 1 | 1 | 4 | 2 | 0 | 30 |
| 79 Marquette | 2 | 0 | 2 | 1 | 7 | 3 | 4 | 4 | 2 | 4 | 29 |
| 80 Drew Theol. | 0 | 8 | 4 | 1 | 3 | 2 | 3 | 4 | 2 | 1 | 28 |
| 81 Oregon | 2 | 3 | 1 | 2 | 7 | 2 | 2 | 3 | 1 | 4 | 27 |
| 82 Laval | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 23 |
| 83 Union Theol. | 3 | 0 | 3 | 2 | 5 | 5 | 1 | 2 | 1 | 1 | 23 |
| 84 Dropsie | 3 | 5 | 1 | 4 | 2 | 2 | 1 | 2 | 2 | 0 | 22 |
| 85 Arizona | 3 | 2 | 1 | 1 | 3 | 1 | 2 | 3 | 1 | 1 | 18 |
| 86 Kansas State | 0 | 0 | 0 | 1 | 4 | 2 | 2 | 1 | 6 | 2 | 18 |
| 87 North Dakota | 3 | 2 | 3 | 3 | 1 | 3 | 2 | 0 | 0 | 1 | 18 |
| 88 Tulane | 4 | 1 | 2 | 1 | 0 | 1 | 2 | 2 | 3 | 2 | 18 |
| 89 Loyola, Chicago | 0 | 0 | 0 | 0 | 2 | 5 | 3 | 2 | 2 | 2 | 16 |
| 90 St. Johns | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 | 8 | 1 | 15 |
| 91 Colorado Mines | 3 | 0 | 0 | 0 | 1 | 0 | 3 | 2 | 0 | 0 | 9 |
| 92 Biblical Seminary | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 1 | 0 | 7 |
| 93 Claremont | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 3 |
| 94 Georgia | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 3 |
| 95 Smith | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 3 |
| 96 Duquesne | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| 97 Fletcher | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 |
| 98 Tennessee | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| Totals | 2,630 | 2,649 | 2,683 | 2,709 | 2,768 | 2,928 | 3,088 | 3,526 | 3,243 | 2,689 | 28,913 |

shows the gradual increase in the number of universities reporting until today ninety-eight are reporting regularly, though some, like Tennessee, are no longer offering work toward the doctoral degree, and others, like Smith College, only occasionally grant such a degree.

Mr. Gilchrist edited five annuals but died suddenly from a heart attack in August 1939 while the sixth volume in the series was in preparation. It was completed by his secretary, Mrs. Grace M. Billhorn, and the present writer was named editor of the series at the time of the mid-winter meeting in December 1939. We have continued the series through the balance of the first decade without any material change from the precedents set by

Mr. Gilchrist. He added the subject of biochemistry in 1938. We added speech and home economics in 1941. We enlarged "Bacteriology" to "Bacteriology and Microbiology" and also enlarged "Slavic Literature" to "East European Literature," in order to avoid adding other new subjects.

The editorial costs of the series have always been provided by the Association of Research Libraries. The publication costs have been carried by the H. W. Wilson Company, the subsidies for the first three years helping to keep the load from becoming too heavy. By 1940 the Wilson Company account with the Association of Research Libraries was so nearly in black ink that we saw visions of sales

reimbursing a portion of our editorial costs, but the war has put at least a temporary end to that vision. Meanwhile we owe a debt of gratitude to the Wilson Company, which has carried the financial burden. The stock of back volumes on hand, if and when sold, will square all accounts.

Expressions from deans, reviewers, librarians, and others have provided ample evidence that the volumes are filling a real need in the world of research. In 1942 the *New York Times* became interested and published an editorial on December 21 which was based upon the series. In the last few years orders have

TABLE II
Numbers of Dissertations Produced in Various Subject Fields, by Year

| Rank | Subject | 1934 | 1935 | 1936 | 1937 | 1938 | 1939 | 1940 | 1941 | 1942 | 1943 | Totals |
|--------------|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 1 | Chemistry | 503 | 470 | 482 | 497 | 426 | 482 | 527 | 672 | 588 | 538 | 5,185 |
| 2 | Education | 265 | 287 | 294 | 290 | 311 | 289 | 309 | 342 | 344 | 318 | 3,049 |
| 3 | English Literature ^a | 150 | 142 | 162 | 165 | 183 | 174 | 183 | 192 | 164 | 148 | 1,663 |
| 4 | Physics | 121 | 150 | 147 | 158 | 148 | 165 | 148 | 191 | 146 | 124 | 1,498 |
| 5 | Modern History | 130 | 148 | 129 | 124 | 144 | 138 | 135 | 163 | 145 | 115 | 1,371 |
| 6 | Economics | 109 | 103 | 117 | 127 | 143 | 150 | 141 | 176 | 181 | 114 | 1,361 |
| 7 | Psychology | 104 | 101 | 118 | 112 | 108 | 123 | 120 | 117 | 125 | 95 | 1,123 |
| 8 | Zoology | 111 | 113 | 132 | 98 | 102 | 102 | 112 | 125 | 110 | 103 | 1,108 |
| 9 | Botany | 117 | 110 | 108 | 88 | 106 | 108 | 112 | 102 | 120 | 89 | 1,060 |
| 10 | Mathematics | 87 | 77 | 84 | 76 | 62 | 91 | 103 | 95 | 85 | 44 | 804 |
| 11 | Romance Literature ^a | 66 | 71 | 87 | 79 | 73 | 82 | 75 | 90 | 70 | 60 | 753 |
| 12 | Biochemistry | — | — | — | — | 101 | 127 | 130 | 116 | 138 | 129 | 741 |
| 13 | Physiology | 69 | 76 | 83 | 103 | 66 | 59 | 70 | 77 | 66 | 49 | 718 |
| 14 | Religion | 62 | 56 | 54 | 60 | 68 | 67 | 54 | 89 | 115 | 84 | 709 |
| 15 | Engineering | 97 | 63 | 48 | 70 | 59 | 44 | 77 | 76 | 47 | 22 | 603 |
| 16 | Sociology | 35 | 57 | 35 | 49 | 56 | 71 | 68 | 74 | 76 | 49 | 570 |
| 17 | Agriculture | 62 | 77 | 53 | 48 | 37 | 40 | 58 | 78 | 55 | 61 | 569 |
| 18 | Political Science | 55 | 44 | 45 | 71 | 49 | 44 | 78 | 74 | 55 | 54 | 569 |
| 19 | Philosophy | 54 | 50 | 49 | 52 | 49 | 69 | 61 | 59 | 50 | 43 | 536 |
| 20 | Geology | 55 | 62 | 64 | 42 | 58 | 49 | 55 | 53 | 56 | 36 | 530 |
| 21 | Bacteriology and Microbiology | 51 | 38 | 41 | 46 | 40 | 56 | 59 | 71 | 69 | 56 | 527 |
| 22 | Classical History and Literature ^a | 46 | 56 | 51 | 66 | 50 | 49 | 43 | 54 | 44 | 37 | 496 |
| 23 | Entomology | 34 | 34 | 30 | 51 | 33 | 47 | 48 | 46 | 44 | 32 | 399 |
| 24 | Germanic Literature ^a | 25 | 35 | 49 | 33 | 51 | 37 | 44 | 39 | 32 | 26 | 362 |
| 25 | Genetics | 16 | 10 | 21 | 13 | 31 | 32 | 26 | 31 | 23 | 29 | 232 |
| 26 | Pharmacology | 15 | 10 | 18 | 14 | 19 | 23 | 23 | 31 | 31 | 29 | 213 |
| 27 | Horticulture | 9 | 24 | 14 | 21 | 16 | 11 | 20 | 23 | 21 | 14 | 173 |
| 28 | Anatomy | 10 | 25 | 15 | 14 | 20 | 17 | 21 | 18 | 16 | 10 | 166 |
| 29 | Anthropology | 10 | 13 | 20 | 15 | 18 | 11 | 26 | 19 | 14 | 12 | 158 |
| 30 | Art and Archeology | 11 | 10 | 12 | 14 | 12 | 20 | 15 | 19 | 27 | 17 | 157 |
| 31 | Geography | 17 | 15 | 8 | 13 | 13 | 17 | 18 | 16 | 16 | 10 | 143 |
| 32 | International Law and Relations | 13 | 9 | 2 | 15 | 14 | 20 | 14 | 16 | 19 | 7 | 130 |
| 33 | Law | 16 | 14 | 15 | 7 | 5 | 16 | 17 | 15 | 5 | 11 | 121 |
| 34 | Metallurgy | 14 | 11 | 16 | 7 | 7 | 9 | 11 | 17 | 11 | 13 | 116 |
| 35 | Medicine and Surgery .. | 18 | 14 | 12 | 1 | 7 | 9 | 10 | 18 | 15 | 10 | 114 |
| 36 | Medieval History | 11 | 10 | 7 | 14 | 18 | 12 | 8 | 21 | 5 | 5 | 111 |
| 37 | Public Health | 10 | 4 | 13 | 9 | 15 | 8 | 15 | 15 | 14 | 6 | 109 |
| 38 | Oriental Literature ^a | 8 | 15 | 12 | 6 | 8 | 13 | 11 | 12 | 11 | 10 | 106 |
| 39 | Music | 8 | 4 | 7 | 6 | 4 | 11 | 12 | 13 | 18 | 15 | 98 |
| 40 | Astronomy | 11 | 11 | 5 | 9 | 12 | 5 | 6 | 11 | 7 | 14 | 91 |
| 41 | Paleontology | 8 | 12 | 10 | 8 | 9 | 13 | 11 | 11 | 6 | 3 | 91 |
| 42 | Speech | — | — | — | — | — | — | — | 17 | 30 | 27 | 74 |
| 43 | General Literature ^a | 2 | 6 | 14 | 3 | 4 | 8 | 5 | 15 | 6 | 7 | 70 |
| 44 | Mineralogy | 6 | 1 | 5 | 3 | 5 | 1 | 4 | 3 | 6 | 4 | 38 |
| 45 | Library Science | 2 | 6 | 2 | 3 | 1 | 5 | 3 | 4 | 7 | 3 | 36 |
| 46 | Meteorology | 2 | 1 | — | 1 | 4 | 2 | — | 1 | 3 | 2 | 16 |
| 47 | East European Literature ^a .. | — | — | 1 | 2 | 3 | 2 | — | 3 | 1 | 1 | 13 |
| 48 | General History | 2 | 2 | — | 6 | — | — | — | 1 | 2 | — | 13 |
| 49 | Home Economics | — | — | — | — | — | — | — | 4 | 3 | 3 | 10 |
| 50 | Seismology | 3 | 2 | — | — | — | — | 3 | 1 | 1 | 1 | 10 |
| Totals | | 2,630 | 2,649 | 2,683 | 2,709 | 2,768 | 2,928 | 3,088 | 3,526 | 3,243 | 2,689 | 28,913 |

^a Language is always included with literature.

come to us from several industrial research laboratories, orders which we have forwarded to the Wilson Company.

For the present article we have prepared two tables which summarize information from all ten compilations. They are arranged differently from those in the volumes, in order to bring out different facts. Table I is a list of all institutions which have ever reported any dissertations. It is arranged in order of the total number of doctoral dissertations accepted during the ten years covered by our series. When the total figures are identical, the order is alphabetical. Table II is a list of all the subject fields under which dissertations have been arranged. The table is arranged by the total number of dissertations in each field during the ten years and alphabetically when totals are identical.

Table I is slightly unfair to such institutions as Université Laval (no. 82) which made its first report, covering two years, in 1943. Laval began granting doctorates in 1942 but did not know of us or we of it until after our 1942 volume was in print. If average number of degrees were the basis of arrangement, Laval would rank somewhere in the forties. The University of California at Los Angeles (no. 71) began granting doctorates in 1941 and in only three years has surpassed the ten-year total for the California Institute of Technology. In terms of averages U.C.L.A. should also rank in the forty group along with Western Reserve, Rochester, etc.

Number of Doctorates

A study of this table reveals several facts of more or less interest. There is a "big ten" among universities in terms of total doctorates. Exactly ten have granted

over one thousand degrees in the ten-year period. Ohio State University with 996 just missed making it a "big eleven." Minnesota with 938 and Iowa with 901 are not far behind. Then comes a big gap, with no institution falling in the eight hundreds or the seven hundreds. Only Johns Hopkins with 662 degrees stands between 901 and 576.

Most institutions showed a fairly steady increase in doctorates until 1941 (which was the all-time peak year), and then followed a decline due to the war calling young men away. A few institutions, chiefly those carrying on much scientific research, like Chicago and McGill, reached their peaks in 1942, perhaps because men engaged in essential research were deferred until their work was completed. McGill has reported an unusually large percentage of its doctors to be engaged upon "secret war research." Minnesota alone of the larger institutions has not shown any decline as yet.

One wonders how it happened that Johns Hopkins (no. 14) had its largest number of doctorates in 1934 and has never since approached that figure. Georgetown University (no. 62) had peak figures in 1935 and 1936 and has never since approached them. West Virginia (no. 75) was overlooked in 1934 and reported a double year in 1935 but has never again reached even half of that figure. There are probably interesting explanations behind all of these unusual cases. However, even more interesting is the general uniformity of the figures for most schools.

Table II is also very interesting since it reveals the importance of the various fields of study or at least the interest which research students take in them. From it one can hardly escape the conclusion that

we are living in an age when chemistry is the queen of the sciences and the king of all subject fields. Almost 18 per cent of all dissertations accepted during the last ten years were in chemistry. Or if we add biochemistry (they were grouped together until 1938) over 20 per cent have been in chemistry. Education, in second place, has only 60 per cent as many as chemistry, a very poor second. English language and literature is a poor third, with only a little over half as many as education. The next six subjects fall close behind English, making a list of nine subjects each of which was represented by over one thousand dissertations in the ten-year period. No subject attained a figure in the nine hundreds, and only mathematics, with 804, fell between that class and the seven hundreds, in which four other subjects are grouped.

Of these first nine subject fields, four—education, English, modern history, and economics—fall outside the science field. Together they received 7444 dissertations, against 9965 in the five science fields. This points up my report to *Science*,¹ which shows that over the ten-year period approximately 56 per cent of all doctoral dissertations have been classified in the sciences each year and about 44 per cent in the social sciences and humanities. The maximum variation from the median in any one year has been less than 2 per cent. This uniformity was almost startling to us when it appeared on our charts, especially when compared to the very uneven distribution of dissertations among the various subjects. (Observe the gaps in the "totals" column from 1060 to 753,

with only one, 804, in between; from 709 to 570, with one, 603, between; from 496 to 399 and then 362, 232, etc.)

Total Dissertations by Years

Finally, we call attention to the totals at the foot of the columns. These reveal the fact that the number of dissertations accepted rose steadily each year until 1940, then jumped very steeply to an all-time high of 3526 in 1941. Several librarians commented upon the large numbers they were reporting for 1941 and explained it by saying that big defense wages had persuaded many young men, especially in the sciences, to hurry up and finish their dissertations. As a result, said they, the 1941 was almost a two-year crop of science dissertations. They predicted a sharp decline in numbers for 1942. But in 1942 the total reported, while smaller than 1941, was almost exactly the number predicted by the curve of increase from 1934 on. Then came 1943 with a very sharp decline, a figure almost identical with the 1936 figure. This was, of course, to be expected. But it raises several disturbing questions. Were we turning out too many doctors in recent years? (Practically all have found places. The *New York Times* editorial mentioned above declared that we needed all.) Is the 1943 total below the figure necessary to provide a normal supply of faculty members to our universities? Will our great industrial research laboratories have to face a shortage of younger chemists and physicists as a result of this decline? Who is wise enough to answer these questions? Meanwhile we are looking forward with interest to discover what returns 1944 will show.

¹ *Science* 99:401-02, May 26, 1944.

A Library Reorganizes through Building

How may a library's internal organization be affected by a building project? One answer is given by the assistant librarian of the Virginia State Library.

THE VIRGINIA STATE LIBRARY has been in a process of reorganization during the last decade, if such a term can be properly applied to a planned and sustained development over such a period of time. Since, however, all planning was based on adequate quarters and such quarters now have been in use for about three years, this seems a proper time to review accomplishment and to note in what respects occupancy has modified or sustained the original plan.

Any reorganization brought about by a building program is far-reaching, particularly when there is a wide disparity between the old and new quarters. Of necessity a new building is planned for an increased service, and the internal organization which functioned in cramped quarters must be widely changed in its application to larger areas. Relationships between the duties of sections and divisions must be altered, the staff must be expanded, the budget must be materially increased, and even the legal basis of the library's establishment must be explored.

The Virginia State Library is primarily a reference and research institution. It is one of a small group of state libraries

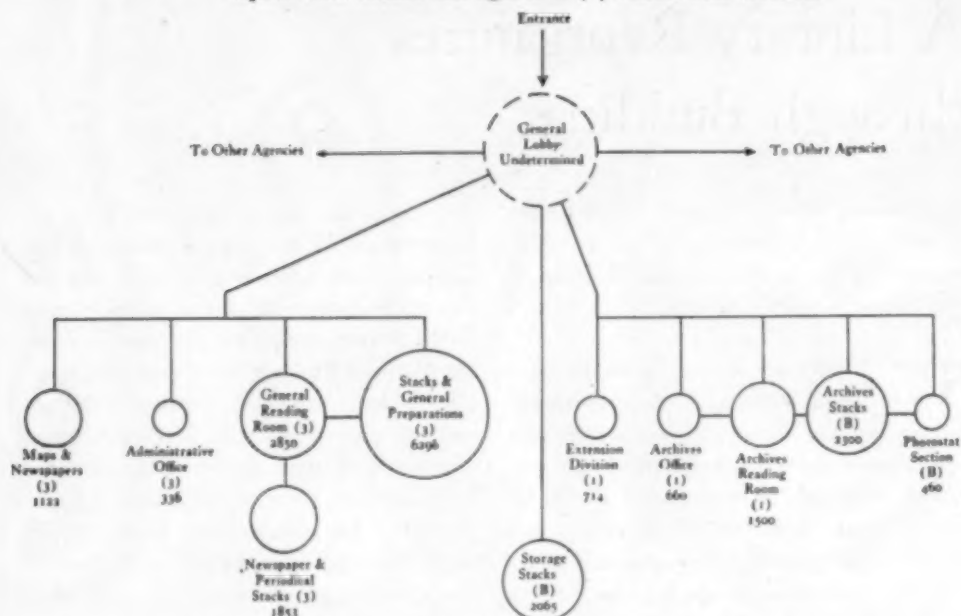
that combines under one head the administration of the state's historical collections, both printed and archival; but yet, at the same time, serves as the central public library agency for the state by lending material through individual and inter-library loan from its central collection and by providing both book collections and financial state aid to public libraries. It is separate from the state law library, though it has always been housed in the same building. Combining as it does the work undertaken in many states by separate agencies, such as state-supported historical societies, state archival establishments, and library commissions, it is able to supervise economically in a related program the library activities of the state. Because of the wide range of its duties, however, its internal organization must be handled and developed with more than an ordinary degree of planning.

In 1934 the Virginia State Library occupied quarters in what was termed a state library building. From the first these had been largely inadequate since the building was not constructed from the modern library standpoint and was designed to house other agencies of state government. Much of the equipment was antiquated or unsuitable and there was no room for expansion. Quarters were badly divided and work was difficult to supervise. Chart A presents graphically the physical

CHART A

OLD VIRGINIA STATE LIBRARY

Chart showing relative locations and areas of library quarters. Last figure denotes area in square feet. Letters and figures in () denote floor location.



relationships and areas of the various parts of the library at that time. It will be noted that the general library and administrative office were located on the third floor of the building and that the work quarters were within the stacks. The extension division occupied small quarters on the first floor, and an annex housing the archives division and photostat section, with its associated record copyist, was likewise reached from this floor. Separate storage stacks were in the basement. Communication could be had only through a general lobby. Total floor area of library quarters, counting stacks, comprised 20,156 square feet.

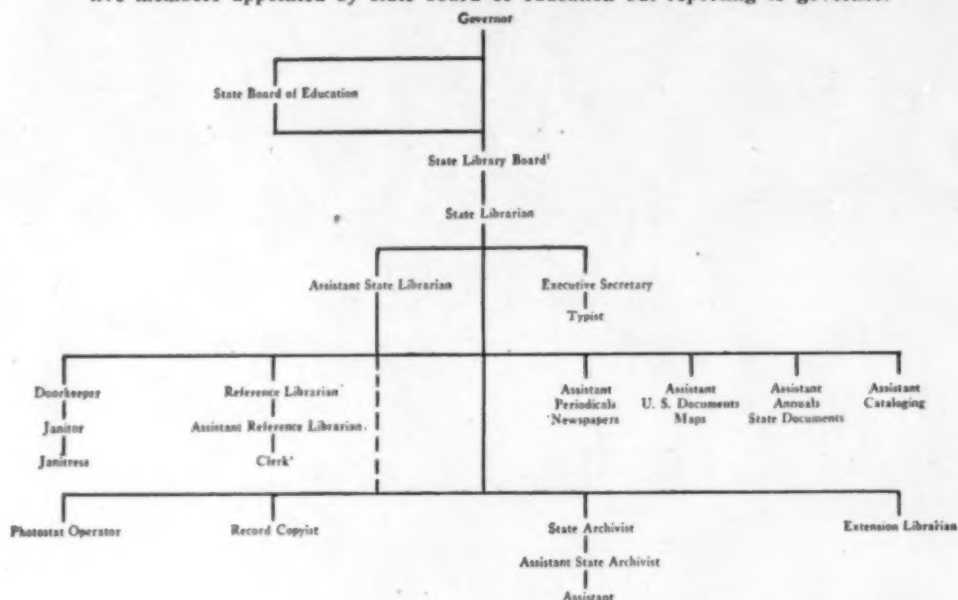
At this time the library staff consisted of twenty persons, only four of whom were library school graduates, although a considerable number of the others had

part-time training of one type or another. Routines were greatly compressed. The actual ordering of library material was handled through the librarian's office, where all other correspondence was also cared for, including routines of borrowing by mail and answers to reference questions concerned with both books and archival material, as well as general correspondence and publication work. Checking and cataloging routine, together with supervision of the stacks and reading room, were under the direction of the assistant librarian. Separate checking files were maintained for periodicals, annuals, U.S. documents, and state documents, and actual cataloging was at a minimum. With only three persons to perform it, work on the archival records of the state was largely confined to serving material

CHART B

VIRGINIA STATE LIBRARY, 1934

Chart showing personnel and lines of appointment or responsibility. Library board consisted of five members appointed by state board of education but reporting to governor.



easily available. The copying of public records progressed slowly and extension work was mainly concerned with the acquisition and loan of traveling libraries throughout the state. Chart B gives a graphic presentation of the library's internal organization at this period.

The finances of the library were meager, with a total appropriation for ordinary services of only \$46,220, broken down as follows:

| | |
|--|----------|
| Expenses of operation, including salaries, communication, replacements, etc. | |
| Administration | \$ 7,330 |
| General library | 16,905 |
| Archives division, including photo-stat division and record copyist | 11,295 |
| Extension division | 2,975 |
| Capital outlay for all divisions, books, binding, publications, etc. | 7,715 |
| | <hr/> |
| | \$46,220 |

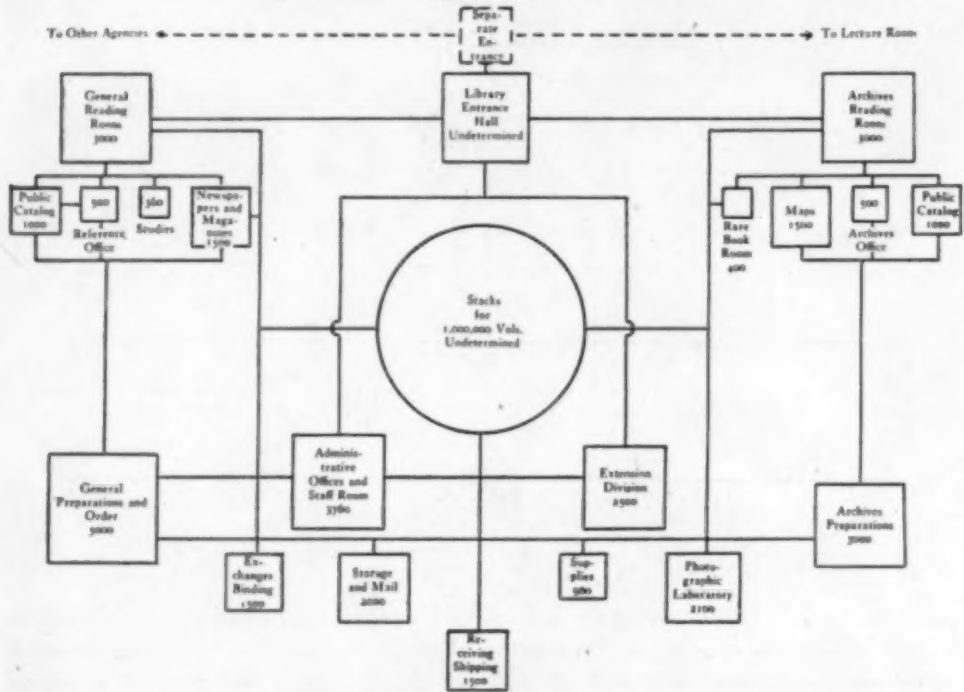
Under such conditions it was obvious to the authorities of the library that the work of the institution had reached a critical point, where further progress could not be made without new quarters and a new organization. To be sure, efforts had been made before towards a new building, which at one time had seemed assured, but it remained for this period to see the work energetically pushed to a conclusion.

In 1936 the general assembly appointed a building commission to investigate the question and to secure as a gift from the City of Richmond the necessary ground for the structure. This was accomplished in March 1938 and resulted in an appropriation from the general assembly of that year of funds sufficient to ensure the project with federal aid. During this period the librarians prepared a list of requirements for the building, together

CHART C

PROPOSED VIRGINIA STATE LIBRARY

Chart showing relative locations and areas of library quarters. Last figure denotes area in square feet.



with a chart showing the desired relative locations and areas of library quarters, which is here reproduced as Chart C. Ground was broken on Dec. 7, 1938, and the building was opened for use on Dec. 23, 1940. It was a source of the greatest satisfaction on the part of the librarians that the architects were able to translate their requirements into a suitable structure. Chart D, showing the actual relative locations and areas of the building as finally constructed, may be profitably compared with Chart C, the librarians' plan, to show how nearly alike they are. It will be seen from these that the new building was designed to house some other agencies than the library, *viz.*, the supreme court, the state law library, and the attorney

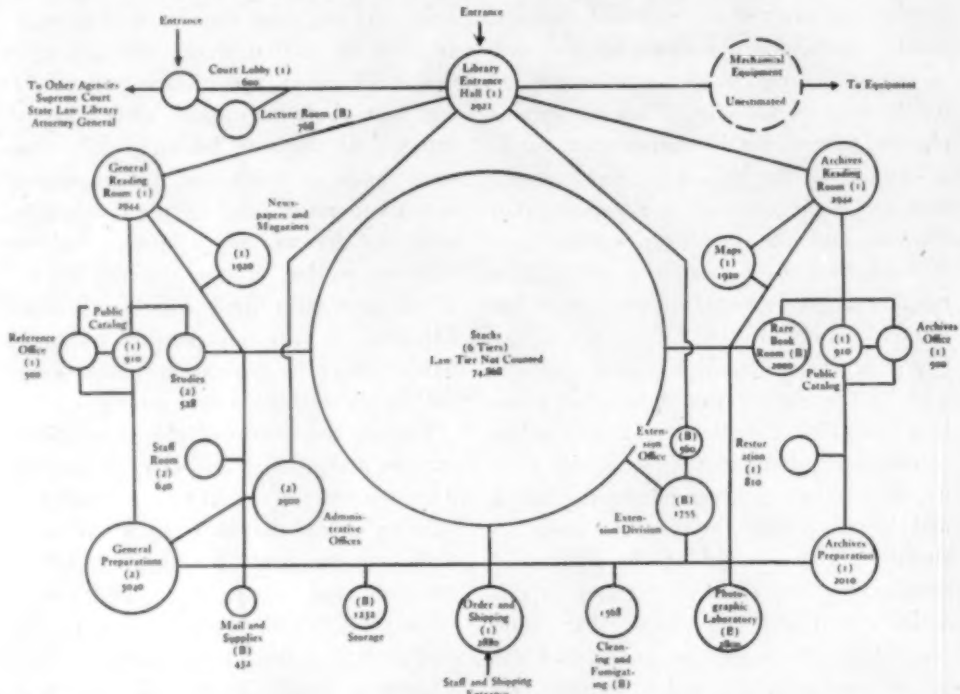
general. Their quarters, however, were distinct from those of the state library and approached by a separate entrance, the building being in reality two buildings in one. Total floor area provided for the library quarters was 115,492 square feet, an increase of 473 per cent over the old quarters.

In considering the relationships of the various divisions and sections within new quarters, certain fundamental changes in the library's organization were determined. It was found that the work of the library fell naturally into five groups, *i.e.*, administration, general library, archives, extension, and publication. In the old quarters there was no clear line of demarcation between these activities and no

CHART D

NEW VIRGINIA STATE LIBRARY

Chart showing relative locations and areas of library quarters. Last figure denotes area in square feet. Letters and figures in () denote floor location.



unification of related work. In planning the new building, such unity was highly desirable. To this end it was proposed that the reference activities of the library be confined, as far as possible, to the first floor of the building and grouped around a general reference section and archives division. Under general reference, a section of the general library division, was to fall the administration of the general reading room, the newspaper and periodical room, and the study cubicles, as well as the supervision of individual and interlibrary loans. Under the archives division was to fall the preparation and service of both archival material and printed and manuscript maps. In addition it was felt, since

most of the work of photoduplication was concerned with manuscript and archival material, that an expanded program, including full microphotography, should be under the direction of the archives division. It was further proposed that the rare book collection should be housed in conjunction with it and serviced under its supervision.¹ Since the other work of the general library division, concerned with the acquisition and processing of printed material, could be broken up into several natural groups, it was determined to establish an order section to serve all divisions

¹ A full discussion of the suitability of an archival agency administering such material as maps and rare books may be found in the writer's article "The Relationship between Archival Agencies and Libraries," *American Archivist* 6:145-50, July 1943.

and conduct exchanges, a serials section with visible file equipment for a consolidated serials record, including binding, and a catalog section, all as closely related as possible. Since it was contemplated to develop the work of the extension division rapidly to include the active development of public libraries in the state as well as the lending of traveling libraries, it was planned to give this division quarters easily accessible to the shipping room, stacks, and public entrance. The administration division and the associated publications division were to be located as centrally as possible to give general supervision of the library's work.

All of the proposals assumed that the staff of the library would be greatly enlarged and that funds would permit the employment of suitable persons with ability to conduct independently the work and correspondence, to supervise these activities. The passage of the librarians' certification law referred to later in this article provided assurance that only trained people might be considered for professional positions, and a complete personnel survey of state employees in 1937 created the opportunity of having library positions carefully considered as to their proper grade and salary.

Reorganization

With the physical relationships of quarters in the new building established and with a general program for the enlargement of the staff determined, reorganization was begun in terms of the contemplated building. In October 1938 a catalog section was organized in the general library division, with a head cataloger in charge. In January 1939 the archives division, photostat division, and record copyist were brought together un-

der one direction by the appointment of a head archivist. In July of the same year a head of a new serials section was appointed and various scattered files were brought together in one new visible file unit. At the same time work was begun on an order section by the centralizing of this work in charge of one person. It was not, however, until after the occupancy of the new building that funds were made available for the creation of new positions to head up the reorganized extension division and reference and circulation section of the general library. These were both filled in February 1941. Likewise, it was not possible until this time to effect the general reorganization of the library within its new quarters.

During the course of this development various professional and clerical positions were created, as the library expanded, to such an extent that in 1944 it had on its staff twenty-three professional library positions and twenty-seven positions of other types. This represented a 150 per cent growth in the ten-year period. Chart E gives a graphic presentation of the library's staff organization at the present time and may be compared with Chart B to note the changes made in the period.

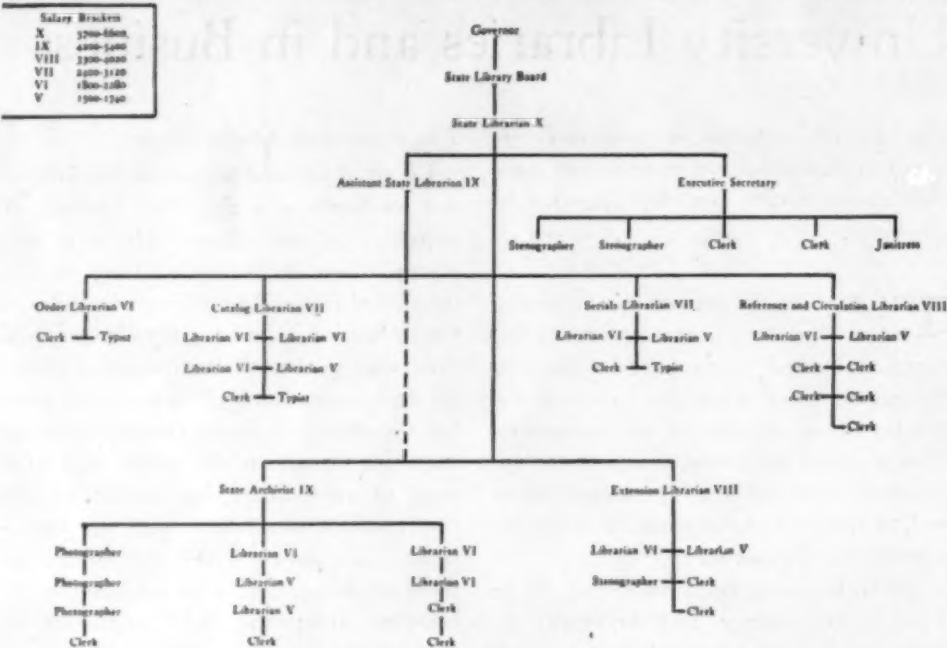
In 1944 the library budget provided a total of \$169,955 as against the \$46,220 of 1934, a 267 per cent increase. This was broken down as follows:

| | |
|--|-----------|
| Expenses of operation, including salaries, communication, replacements, etc. | |
| Administration | \$ 14,885 |
| General library | 42,355 |
| Archives division | 22,520 |
| Extension division | 12,195 |
| Capital outlay for all divisions, books, binding, publications, etc. | 28,000 |
| State aid for public libraries | 50,000 |
| | <hr/> |
| | \$169,955 |

CHART E

VIRGINIA STATE LIBRARY, 1944

Chart showing personnel and lines of appointment or responsibility. Library board consists of seven members appointed by and responsible to the governor including the superintendent of public instruction ex officio. Roman numerals indicate grades of professional positions.



In 1936, under the sponsorship of the Virginia Library Association, the library laws of the state were amended and codified. Many of these dealt directly or indirectly with the activities of the state library. Provisions concerning the copying of public records were enlarged and the state library was authorized to secure copies of state publications for exchange purposes. A state board for the certification of librarians was established, with the state librarian as secretary, and all libraries operated by the state or under its authority, with few exceptions, were required to employ in professional positions only persons with librarians' certificates. The law concerning establishment of county libraries was enlarged so as to al-

low establishment of both county and regional libraries under various forms and contracts, and this law was further modified at later sessions for better operation. In 1940 laws concerning the destruction of public records and the admissibility of microphotographs as official copies were passed. In 1942 the state library was given \$50,000 a year for state aid to public libraries under a special bill, and in 1944 a general law concerning state aid was passed and the same sum set up in the budget for the state library's use. This last session also provided for the re-establishment of the state library board, with seven instead of five members, appointed by the governor rather than the

(Continued on page 334)

The Personnel Administrator in University Libraries and in Business

Mr. Trent's interest in personnel administration has led him to trace out some comparisons which may be suggestive to librarians.

THE ROLE of the personnel administrator, within the narrow confines of this paper, is limited to the part he plays in the organization setup for carrying out the personnel policies of an institution. This narrows the present study to the authority centralized in the personnel officer and to the procedures through which he administers that authority.

There has long been a question as to what extent college and university libraries have availed themselves of methods used successfully in business organizations. To answer this, inquiries about their personnel practices were addressed to twenty-three university libraries chosen primarily because they had relatively large staffs. The findings in the following paragraphs are based mainly on answers received from the sixteen libraries which were in position to cooperate. These libraries, on the whole, have been leaders in developing and improving library procedures. The questions asked them were worded with an eye to bringing out any similarity between library practices and those considered standard in the business field. No attempt was made to evaluate library personnel work; only processes for carrying out the work were investigated.

The Personnel Administrator

Essential to good personnel administration in business is the centralization of authority in one officer. He is a staff officer, whose duties are advisory, as distinguished from a line officer, whose duties are executive. It is generally believed that, since personnel administration covers all departments and all branches of service, the officer in charge should not be an executive through whom orders pass from head to subordinate but rather an advisory officer coordinate with the executives. The duties of this staff officer are those of a specialist who advises the executives, from the chief administrator down to the lowest supervisor, on all questions affecting personnel. The personnel administrator is a central clearing agent for aiding all departments in carrying out their responsibilities. He advises in establishing personnel policies and administers the procedures resulting from these policies, but he does not execute any decisions.

Such an officer was found in only three of the libraries studied, and it is possible that in one of these the personnel administrator is more of a line than a staff officer. The most frequent forms of centralization found are those in which the chief executive himself assumes all responsibility for personnel work or in which the chief executive delegates to an associate or assistant the personnel work

among the lower grades.

Practices in the University of Illinois Library and Syracuse University Library appear to have been patterned after procedures which have proved valuable in business. At Illinois the work is administered by the assistant librarian for personnel, who devotes three-fourths time to the work with the help of two half-time assistants. This officer advises in establishing policies, sees that these policies are carried out, acts as a clearing house for all problems and decisions affecting personnel, and can work independently without waiting for an administrative request if it becomes necessary.

At Syracuse the assistant librarian is the personnel officer. He devotes only half time to the work and has no assistants, since the library staff is relatively small. He has the same authority as the one at Illinois. In both of these cases the authority is clearly defined and the position is almost, if not entirely, that of a staff officer.

The third library, which wishes to be anonymous, centralizes authority in the associate librarian. Here the scope of the work is not so clearly defined, and it seems probable that it is done mostly from the standpoint of an executive officer rather than as a personnel advisor. The same assumption holds true in the customary library plan where the chief executive, alone or with the associate or assistant librarian, assumes the duties. The advisory functions of the staff officer are likely to become intermingled with the executive functions of the line officer. This dual role theoretically might compel the executive to advise himself and then to turn quickly and execute his own decision.

In several libraries the university per-

sonnel office assists in problems in the library. This might be satisfactory for clerical workers and students, but it is doubtful if it could be of value in dealing with the professional staff. In theory, since the library is a department of the university, its personnel problems should be handled uniformly with those of other departments. The other departments, however, commonly do not have the hierarchical scheme of administration which prevails in most libraries, and consequently their personnel problems may not be identical. If a qualified member of the university personnel staff could be assigned to work with the library, to study its problems, and to administer them separately, such a scheme would be practical. However, this is not done so far as could be ascertained from the replies.

Some libraries feel that size of staff is a factor in determining the plan of management. One administrator with a staff of almost two hundred states that he has intimate enough knowledge of his staff to make a personnel administrator unnecessary. However, the fact that Syracuse University Library, with a staff of 44, and Illinois, which has a staff of 282, both find a carefully worked out scheme feasible and useful, tends to show that size is not a decisive matter in personnel administration.

In the administration of policies established by the executives, with the advice of the personnel officer, the work is divided roughly into four main divisions—employment practices, follow-up records and training programs, factors affecting health and efficiency, and administration—staff relations. In all of these, according to approved business practices, the personnel officer advises, supervises, or administers the procedures.

Employment Practices

In business one of the main duties of the personnel officer is to take the employment load off the chief executive. In most cases all applications are received in the personnel office, all interviews excepting those for executive officers are conducted there, and the majority of decisions as to employment and dismissal are made there. Even in filling executive positions, the personnel officer advises the administrator.

In the libraries studied, however, the general practice is for the chief librarian to interview and appoint the professional staff, while the associate or assistant librarian performs that function for the lower grades. Usually the head of the department involved is consulted before the appointment is made. The librarian of the University of Texas writes that ". . . it is our practice to have persons applying for . . . positions, or under consideration for them, to be interviewed by, or their records inspected by, the associate librarian as well as by myself so that the benefit of two opinions is available. Frequently this is extended to unit heads."

Follow-up Records and Training Programs

Personnel administrators in business keep careful follow-up records of new employees and on the basis of this can recommend promotion, transfer, or dismissal. This is done in an objective way to balance the often too subjective appraisals made by the immediate supervisors. The importance of a follow-up record is that it enables the personnel officer to keep a constant check on the worker. As Isabella Brandow, instructor in personnel training at New York University, said at the Conference of Eastern

College Librarians in January, the new worker always has a feeling of elation, of enthusiasm, on beginning a job. That elation is bound to subside later and may be replaced by a feeling of having been forgotten or ignored. If, however, a follow-up system is maintained, such demoralizing factors can often be avoided.

Follow-up records for the entire library staff are kept by the personnel officer at Illinois; by the librarian, acting as personnel officer, at Indiana University; and by the university civil service committee at Minnesota. The associate librarian at Texas maintains a follow-up of clerical and student assistants and pages. In the other twelve libraries, it is kept by division or department heads, if it is done at all.

Together with a follow-up system, a good training program is an incentive to the worker and makes him feel that he is of value to the organization. This has long been recognized in business, where much time and effort is spent on such programs. Another aspect of the matter was well brought out by Miss Brandow, who pointed out that the salary of even an unskilled worker will soon exceed the value of a typewriter. A typewriter generally is kept carefully covered and cleaned, and it follows that the worker, who represents a much greater investment, should not be neglected. Business organizations do not limit their training programs to beginners but continue to train workers as they progress to higher jobs. Department heads are also taught how to train those under them, since it is a recognized fact that a good department head is not necessarily a good teacher without supervision.

In most libraries the training program is not supervised by the personnel officer, although at Illinois he advises on training

for promotion and transfer. At Johns Hopkins and the University of Washington the librarian himself advises in the program for training new assistants, while some other libraries have carefully worked out programs which are put into effect by department heads.

Factors Affecting Health and Efficiency

Health of employees is recognized as of great importance in business and industry. Physical examinations are frequently required at time of employment, and through these many mistakes in placement can be avoided. Fatigue studies and carefully controlled experiments have been made by many personnel departments to determine under what conditions employees are most efficient. Poor lighting and ventilation, crowded working conditions, and lack of rest periods, all have been proved to affect efficiency; and business generally is quick to correct adverse conditions.

Libraries do not appear to have any carefully thought out plans for solving these problems. Physical examinations are required in only five of the libraries questioned. Does this mean they are considered of no importance? Library buildings are notoriously bad in lighting, ventilation, and work space. William E. Mosher, in discussing personnel policy in libraries,¹ suggests that fatigue studies and tests of lighting and humidity would show appalling conditions. To what extent the personnel officer tries to alleviate these conditions is not clear from the replies received, although in eight libraries supervision or control over physical working conditions is vested in the librarian or personnel officer.

¹ Mosher, William E. "Implications of an Enlightened Personnel Policy." *Library Journal* 62: 849-52, Nov. 15, 1937.

Policies on rest periods and sick leave are usually determined by the university, although in three libraries the library personnel officer advises on these problems. The matter is handled in some libraries by the staff associations, as is true at the University of Washington, where the association has worked out a policy on rest periods and sick leave. Six libraries failed to answer the questions concerning the above subjects, which might lead to the conclusion that the matter receives little attention.

Closely allied with physical health is mental well-being. As bearing on this, the personnel officer in business is in a position to advise on savings and pension plans leading to financial security, which is an important factor in making a satisfied worker. He is also the adviser on vacations and leaves of absence. These matters are beyond the control of most libraries, since in the majority of cases the policy is established by the university.

Administration—Staff Relations

That human beings do not always agree is a fact readily accepted in business, where in many cases there are definite channels through which problems of maladjustment, grievances, and disciplinary matters pass to the personnel officer. This officer, from his position on the sidelines, as it were, can render a more impartial judgment than can an executive under whom disputants work. Only a somewhat detached observer can determine whether it is the supervisor, the type of work, or some other factor which causes the worker to operate inefficiently.

The personnel officers at Illinois and Syracuse, if they are staff officers, as it would seem, are in a position to arbitrate differences judicially. All complaints,

grievances, and cases of maladjustment are cleared through their offices. Although most of the other libraries report that such cases are referred to the officer in charge of personnel, it would appear from the replies that it is because he is an executive rather than a personnel officer. This puts him in the position of being both judge and jury, and often prosecutor as well. The lack of grievance machinery would seem to indicate that librarians consider their staffs to be happy families, without human frailties.

One library reports that the university personnel office is always ready to listen to grievances and problems. If this office is effective, it must be far enough removed to avoid any suspicion of interest in the cases. It seems probable, however, that only the most serious matters would be carried that far.

Should Libraries Adopt Business Methods?

From the foregoing summaries, it would appear that only two libraries have taken full advantage of the experience of business and industry in personnel administration, although many of the others have taken parts of the industrial system and fitted them into the traditional library organization. Which method produces the better results is not within the province of this paper to determine.

Conversations with librarians have shown that there is a general belief that

the library staff, because of its training, interests, and general cultural background, does not need any kind of personnel system. In the few cases where a need has been conceded, it has always been limited to clerical and student assistants. It seems apparent that in some of the libraries concerned in this study the same attitude prevails.

Why should libraries not need a personnel system to assist in administration, to promote efficiency, and to smooth staff relations? Physical and psychological factors influence librarians as they do other types of workers. Purely personal disagreements between staff members may affect the work, and if one of the disturbing elements is a supervisor and the other one an assistant, serious difficulties can result. Librarians often work under pressure, especially at the present time, and nervous strain respects neither a college degree nor a cultured and bookish background. There are doubtless as many cases of maladjustment in libraries as in the world of business.

To adjust these personal relations, as well as other conditions which govern the efficiency of administration, it would seem advisable for libraries generally to re-examine their personnel practices. If procedures used successfully in business seem useful, consideration might well be given to the possibility of incorporating them in the postwar reconstruction of libraries which seems inevitable.

Library Cooperation in the North Texas Region

A preliminary aspect of the recent study of North Texas library conditions and possibilities is described in this article by a participant.

THE NEED for cooperation among the libraries of North Texas has long been felt. Here, at the three points of a thirty-odd-mile triangle, are the cities of Dallas, Fort Worth, and Denton, with a combined urban population of seven hundred thousand. Within a radius of fifty miles, which includes Dallas, Tarrant, and Denton counties, live more than one million people—approximately one sixth the entire population of the State of Texas. While Dallas and Fort Worth are generally known as metropolitan centers, Denton is perhaps best described as a college town.

The three cities contain seven major libraries with a combined total of 810,000 volumes, including 79,000 bound government documents. (See below.)

Not until late in 1942 was there any concerted effort toward cooperation among the several libraries. At that time the presidents of Southern Methodist University, Texas Christian University, Texas State College for Women, and North Texas State Teachers College met to discuss the possibilities of a joint program of library acquisition and usage. Since the first step called for an examination of the existing collections, they engaged the writer to make a preliminary survey of the holdings of the four libraries. As soon as this was completed, the presidents invited A. F. Kuhlman, director of the Joint University Librar-

| Dallas | | | |
|---|---------|----------------------|---------|
| | Volumes | Government Documents | Total |
| Southern Methodist University | 140,000 | 20,000 | 160,000 |
| Dallas Public Library | 146,000 | 15,000 | 161,000 |
| Fort Worth | | | |
| Texas Christian University | 61,500 | 30,000 | 91,500 |
| Southwestern Baptist Theological Seminary | 27,500 | | 27,500 |
| Fort Worth Public Library | 137,500 | 9,000 | 146,500 |
| Denton | | | |
| Texas State College for Women | 82,000 | 3,500 | 85,500 |
| North Texas State Teachers College | 136,500 | 1,500 | 138,000 |
| Totals | 731,000 | 79,500 ¹ | 810,000 |

¹ Bound government documents are of course "volumes" but, inasmuch as they were excluded from the North Texas Regional Union List of Serials, it seems appropriate to enter them separately here.

ies, Nashville, Tenn., to visit the area, make a detailed survey of the whole library situation, and present in a final report the possibilities of cooperation.

Dr. Kuhlman's study, which was completed early in 1943, revealed, among many other data, the desirability of including in the regional project three libraries which had not been covered in the preliminary survey—the public libraries of Dallas and Fort Worth and the library of Southwestern Baptist Theological Seminary. These institutions, the survey proved, hold collections which strongly supplement those of the four colleges.

On April 16 a meeting of administrators, librarians, trustees, and faculty members of the seven institutions was held in Fort Worth and a temporary organization, North Texas Regional Libraries, was formed.

The conferees agreed that the most urgent need for cooperation among the several libraries would be filled by the compilation of a master union catalog of serial holdings, including newspapers. From this catalog mimeographed lists could be made and distributed to the participating libraries, to faculty members, and to other interested patrons. The catalog could be perpetuated, it was decided, by weekly or fortnightly "returns." Furthermore, if so desired, each library's list could be maintained by a common interchange of future serial acquisitions. Unanimously, the preparation of the North Texas Regional Master Catalog of Serials and the subsequent publishing in mimeographed form of the *North Texas Regional Union List of Serials* were authorized.

North Texas State Teachers College was selected as the most suitable place for

TABLE I
Titles in the Region²

| Held by | 1 Complete Closed Files | 2 In- complete Files | 3 Complete and Current Files | 4 Total Columns 1-3 | 5 Titles Received Currently |
|-------------|----------------------------------|-------------------------------|---------------------------------------|------------------------------|--------------------------------------|
| 7 libraries | | <u>11</u> | | 11 | <u>4</u> ⁴ |
| 6 libraries | | <u>51</u> | <u>3</u> ³ | 54 | <u>58</u> |
| 5 libraries | <u>3</u> | 113 | 7 | 123 | 70 |
| 4 libraries | <u>7</u> | 222 | 19 | 248 | 131 |
| 3 libraries | 14 | 418 | 46 | 478 | 181 |
| 2 libraries | 68 | 773 | 92 | 933 | 295 |
| 1 library | 385 | 2406 | 395 | 3186 | 834 |
| Totals | 606* | 7042* | 846* | 8494* | 3217* |

* Obtained by multiplying the figures in each separate bracket by the number of institutions opposite and totaling.

² Using the above underlined figures for examples, column 1 indicates that complete files of 3 different serials (which are no longer published) are held by five libraries; column 2, that incomplete files of 11 serials (which may or may not be current) are held by seven libraries; column 3, that complete files of 3 serials are held and are being currently received by six libraries; and column 5, that 4 serials (the back files of which may or may not be complete) are being currently received by all the libraries.

³ The three complete and current titles held by six libraries are *Atlantic Monthly*, *Southwestern Historical Quarterly*, and *Survey Midmonthly*.

⁴ The four titles received currently by all seven libraries are *Etude*, *National Geographic*, *Time*, and *Wilson Library Bulletin*.

TABLE II
Titles in the Separate Libraries

| Held by | 1 Complete Closed Files | 2 In- complete Files | 3 Complete and Current Files | 4 Total Columns 1-3 | 5 Titles Received Currently |
|------------------|----------------------------------|-------------------------------|---------------------------------------|------------------------------|--------------------------------------|
| T.S.C.W. | 62 | 1242 | 77 | 1381 | 588 |
| Dallas Public | 56 | 661 | 87 | 804 | 267 |
| S.M.U. | 191 | 1466 | 344 | 2001 | 838 |
| N.T.S.T.C. | 246 | 1758 | 225 | 2229 | 807 |
| Ft. Worth Public | 11 | 516 | 40 | 567 | 354 |
| T.C.U. | 32 | 1280 | 64 | 1376 | 307 |
| S.B.T.S. | 8 | 119 | 9 | 136 | 56 |
| Totals | 606 | 7042 | 846 | 8494* | 3217 |

* This figure is the total of all titles held in the region, including duplication of both complete and incomplete files.

the catalog, and the staff of that library, under the direction of the writer, was asked to assume the responsibility of compiling and editing the catalog and of mimeographing the *List*.

On November 15, after seven months of work (which was done, it must be added, as a labor of love and in addition to regular duties), the *North Texas Regional Union List of Serials* was issued.⁵ This is a 550-page volume, with a preface by Kuhlman. It will be referred to in this article as *NTRULS*.

An analysis of the *NTRULS*, which contains 4526 unique titles (exclusive of 260 Texas Baptist annuals), presents some interesting and significant facts. Table I summarizes the holdings in terms of the region.

Table II shows summaries of holdings by separate institutions.

Doubtless the most significant figures in the two tables are those in columns 2 and 4. That there should be so many incomplete serial files in the seven libraries is startling—yet not so startling,

perhaps, when one considers that, comparatively speaking, the region is young and the libraries new, the average age of the seven being only forty-one years.⁶ Column 4 is more revealing. Whereas the *List* contains only 4526 different titles (again, exclusive of the 260 Texas Baptist annuals), there are actually 8494 files in the region—a duplication of 87.7 per cent. Here again one might say that the region is young, prosperous, and rapidly developing, and the several institutions well to do. But one may also imagine the scope the *NTRULS* would have covered had a cooperative requisitional plan been put into effect twenty-five years ago!

The *NTRULS* was in a measure a trial project. Especially is this true when one takes into consideration the facts that the libraries included are of at least three different types and are considerably set apart from each other and that three of the institutions are church controlled, two state controlled, and two municipally controlled.

⁵ In general the *List* is modeled after Winifred Gregory, *Union List of Serials in the Libraries of the United States and Canada*. New York City, 1943.

⁶ S.M.U. was chartered in 1911; T.S.C.W., 1901; N.T.S.T.C., 1890; S.B.T.S., 1908; and T.C.U., 1869, although that library was destroyed by fire in 1910. The Dallas and Fort Worth public libraries were begun in 1900 and 1901, respectively.

It is hoped that the success of this initial venture will encourage further coordination in the serial field and eventually lead to a cooperative union catalog of all holdings. For the time being, however, the librarians realize there is yet much to be done with serials. Work may now begin on allocating broken files to those libraries that need them most; draw-

ing proper lines of demarcation for future purchasing; eliminating unnecessary duplications of both subscription and binding; building up adequate collections of titles which are not now available in the region; and of generally perfecting plans for smoothly coordinated systems of acquisitions interchange and interlibrary loans.

Local War History Materials

(Continued from page 300)

often were collected only to be stored haphazardly in cartons. But if a college library is so understaffed that it can do nothing except store its war materials at present, it would be advisable, nevertheless, to continue collecting them, hoping that they may be processed after the war.

The importance of continuing the task in the postwar period should be emphasized. A very real danger is that after the war there will be a sudden letdown. The disintegration of the whole war machinery after the armistice in World War I has been compared to the dispersion of a crowd after a football game. The excitement is over and everyone is eager to get home. Yet it is only after the war that many of the most important records can be obtained, such as war diaries, letters, and files of wartime service organizations. One should remember, too, that it is a long-range program, "The collection of research materials is a continuous task. . . . We should avoid the narrow viewpoint that generally prevailed . . . (during World War I) of dissociating materials of the war years from those before or afterward."²¹

²¹ Cappon, Lester J. "A Plan for the Collection and Preservation of World War II Records." Social Science Research Council, October 1942. 9p.

The day-after-day assembling of war history materials often may seem unimportant and burdensome to the small college library, "bound to be hit harder than any other library by this war and its aftermath."²² But the events which are recorded in these materials are not unimportant. Certainly no more active or interesting local history period is likely to occur for many generations. Historians of the future will draw heavily on local war history collections, particularly for the human and personal side of the conflict.

²² Hirsch, Felix E. "Smaller College Libraries and the War." *Library Journal* 68:192, Mar. 1, 1943.

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Reference Work and the War

Ways in which the war has affected reference work, as observed in an active university library by its reference librarian.

BEGINNING with the Sunday Japan dropped bombs on Pearl Harbor, the University of California Library, in common with many other large libraries located at strategic points throughout the United States, became a busy center for war information. The shipyards and other war plants around the San Francisco Bay, the various branches of the armed services with headquarters in this area, research laboratories, and private citizens turned to the library for assistance. It has been the interesting task of the members of the reference division to supply their requests for information promptly and comprehensively. So varied and timely have been the demands for reference service that it might almost be said that the history of the war has been reflected in the work of this division since Dec. 7, 1941.

Some of the agencies which have depended upon the university library for reference assistance have been the Office of War Information, the Office of Strategic Services, the Army Map Service, the Federal Bureau of Investigation, the Military Intelligence Division, the Kaiser Company, and the Richmond shipyards.

These organizations have frequently asked for biographical facts about individuals prominent in the news, for directory information, for the library's holdings

of newspapers from a specific area, or for a list of dictionaries and grammars available in the library for a given language or dialect. Questions of this type have usually been answered at once. Not all of their requests, however, have been disposed of so readily. Typical of those inquiries which have required an extensive search have been: the effect of priorities upon unemployment, conversion of ships to war needs, sea transport of refrigerated produce in wartime, a list of references relating to Kamchatka, and the vegetation of the islands in the entire Pacific area.

After receiving numerous requests for the identification of descendants of individuals for whom ships were being named, it was gratifying to have the superintendent of one of the shipyards offer the reference staff passes to a ship launching.

The reference division has frequently been called upon for information to be used in broadcasts or to be published in newspapers. For radio use many of the inquiries have related to the pronunciation of a given word, usually a name or place new in the news. From the newspaper offices the demand has been for pictures and for general information about a given area, for example, its size, population, climate, and living conditions.

The need for the exercise of imagination on the part of the reference librarian is well illustrated by the following incident. One morning a telephone call was received from San Francisco for the exact location in Spain of San Sorigen. I

started to verify the place in *Espasa*, when I suddenly realized the inquirer must be confused by *sans origine*. I asked her if she had received a cable with this designation. When she replied in the affirmative, I explained that it was the term used on cables to show that the point of origin had been deleted in accordance with censorship regulations.

It has been greatly to our advantage to have a file of the *Engineering Index* supplementary cards, as this service is more up to date than our other technical and scientific bibliographies. This record has been used as the source for recent references on electric welding machines; flight test procedures; industrial uses of synthetic rubbers; uses of plastics for aircraft construction, to conserve rubber, and to replace metals; and the use of creosote mixtures in Diesel engines.

The procedure relating to one of the technical questions of a confidential nature may be of interest. For several days one of the assistants and I spent considerable time searching for periodical references which were abstracted at once by a member of the engineering faculty, if an abstract was not readily available. He forwarded his notes to Washington and received a telegram requesting the sources used for the references, which were promptly supplied. The abstracts were then sent to someone in England, who cabled inquiring where in England files of the *Engineering Index* could be found. By consulting the *World List of Scientific Periodicals*, an English publication, we furnished the desired information. We naturally should like to know, but probably never shall, why the University of California rather than some other library was called upon for this reference service.

Topics of Questions

The interest of the students and the taxpayers in the war and defense program has been reflected in their questions. At first their inquiries were in regard to such topics as air raid precautions, chemical warfare, incendiary bombs, blackouts, effects of the draft, and the results of the aluminum drive; then, as the war progressed, they showed interest in commando tactics, propaganda, our aid to the allies, uses of plastics, communism and the war, victory gardens, and canning of fruits and vegetables. And recently Wilson's Fourteen Points and the underlying principles of the League of Nations have been reviewed.

There has been an increased demand by the nontechnical reader for technical books on blueprints, machine tools, molds used in casting, shipbuilding, and production control. He has also been interested in "refresher" material to aid him in reviewing elementary mathematics, physics, and chemistry.

Postwar planning has been one of the subjects for which there have been frequent inquiries from the students, the general public, and civilian employees of the service branches. This is encouraging, as librarians must be aware of the problems to be solved after the war. Just as libraries aided industrial concerns by furnishing references on the conversion of plants to wartime production, so may they expect to be called upon for literature relating to reconversion after the war.

Although theoretically the assignments for the men in the Army and Navy training programs have been largely to textbooks, the reference division has been called upon frequently for guidance in their studies. Requests from the Navy trainees have been for suggestions for

books to be used in reviewing mathematics, physics, and chemistry; for biographies of the authors of books read for book reports; and for advice on the selection of subjects for talks in public speaking classes.

Now that the Army's foreign language program has advanced from an intensive language study into a survey of the geography and culture of a given area, the students are asking for assistance in finding references relating to the agriculture, the economic and social conditions, and the politics and government of their assigned countries. Many of these students have expressed appreciation of the library's unusually fine collection of foreign periodicals and documents.

In addition to reference service to the trainees on campus, requests for lists of references on a wide variety of subjects have been received from men stationed in camps which have limited library facilities.

War reference work has not been without its humorous situations. A woman telephoned from San Francisco one day asking for the pay and subsistence rate of an officer of a given grade in the Navy. After I answered her question, she said, "You may be interested in knowing why I am requesting this information." Then she went on to say that she had recently seen an announcement in the paper of the promotion of her ex-husband and she wondered how much more alimony she might expect.

Maps

The importance of a well-organized, extensive collection of maps has been demonstrated in the almost daily use of the resources of our map collection by military and faculty personnel. Battles have been fought in regions never before

envisaged as of military importance and rarely, if ever, visited by English-speaking persons. Maps have been essential in the intensive search for information about these remote areas. Supplemental to the maps have been the hundreds of important bits of information located in travelers' descriptions, in reports of scientific expeditions, and in technical periodicals.

Before the virtual embargo on the shipment of maps issued by military agencies in foreign countries, which preceded the outbreak of the war by several months, the library had made good progress in its deliberate program of collecting such foreign maps. As a result the Army Map Service has located here several hundred maps which merited reproduction and which were not discovered elsewhere in the United States. Other organizations which have used our map collection have been the Western Defense Command, the Military Intelligence Division, and the Office of Strategic Services.

Two large bulletin boards near the entrances to the main reading room have presented a series of large- and small-scale maps and charts selected to illustrate the progress of the war. The maps have been changed as the regional emphasis of the war news has shifted. Interest in these map displays has been shown by the number of individuals who have stopped to study them as well as by the inquiries regarding the maps and their possible acquisition.

Pamphlets and Posters

This library, designated as one of the war information centers, receives display pamphlets and posters of World War II interest. Posted on a special bulletin board, they are grouped by organization issuing the material, for example, the

U.S. Office of War Information, the British Information Services, and Fighting France. These exhibits are changed on the first and fifteenth of every month. Some of the subjects emphasized have been economics of peace and war, health, recreation, postwar planning, and the Netherlands, the last named being a timely exhibit arranged for Princess Juliana's recent visit.

A collection of Russian periodicals and publications of learned societies, outstanding in the West, has enabled the library to provide the results of research by the Russians on synthetic rubber and on surgery at the front and, curiously enough, articles on their discoveries relating to tropical medicine.

One very practical request was for descriptions in German and Russian of anti-aircraft guns. As part of the lend-lease program, a merchant ship from Russia was being equipped with guns of this type. The men responsible for their care and

operation knew no English, so that it was necessary for us to assemble articles published in Russian and German, with which they were familiar. Two Russian sailors, with an interpreter, came to the library for the references which we had selected and also for technical dictionaries. When the materials were returned, the interpreter expressed the gratitude of the Russians, who smiled and nodded approval.

Some account of the war work of the Reference Division of the University of California Library has been given by suggesting the variety and importance of the reference questions. The actual work involved has been a highly stimulating experience to the members of the staff. They have had a sense of rich reward in the realization of an active participation in the war effort. The future holds the responsibility of serving in unpredictable ways the personnel already concentrating with determined purpose in this key area adjacent to the Pacific theatres of war.

A Library Reorganizes through Building

(Continued from page 321)

state board of education. It provided, however, that the superintendent of public instruction would be included as an ex officio member of the board and that the state library was to be the administrative center for state public library development.

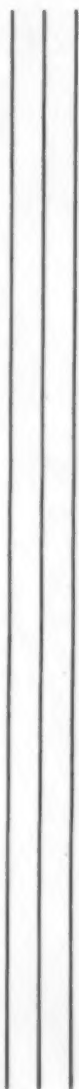
As with any developing institution, the reorganization of the state library is as yet incomplete. The goal set for a complete service in the new building as of 1941 included a staff of thirty-two professional and thirty-one positions of other character and a budget of at least \$200,000. These have not yet been achieved, although substantial progress has

been made. A comparison of advances made in the decade, however, show very definite, sustained improvement, and the prospects of the library's reaching a period of ever-increasing usefulness to the commonwealth are, even now, encouraging.

In conclusion it may be said that the library has been extremely fortunate in having been able to make a planned reorganization for a new building rather than having been faced with a sudden reorganization in unplanned quarters. Occupancy of the building has modified in no major respect the routine and organization that were determined at the beginning.



College and
Research Libraries



Title Page to Vol. V, 1943-44
Association of College and Reference Libraries

College and
Research Libraries

THE UNIVERSITY OF
ALABAMA LIBRARY

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New Periodicals of 1944—Part I

This is the initial instalment of Miss Ulrich's annual review, the second half of which is scheduled to appear in the March 1945 issue of College and Research Libraries.

POSTWAR PLANNING is the keynote of the periodicals appearing during the first period of 1944. We are beginning to reap results beyond the war effort from the experimentation, research, and concentration of the first years of war. The initial whirl, that of combining the highest peacetime developments of scientific and technical skills and shaping them for war production, is now becoming a vast proving ground for inventive and advanced thinking which, while still concerned primarily with matters of war, also reflects the postwar world, not only in science and the applied arts, but also in the social sciences, economics, international affairs, and the humanities.

Among periodicals concerned with economic and governmental problems both national and international are those described as follows: *International Postwar Problems* is the quarterly review of the American Labor Conference on International Affairs. This labor conference was "formed by leading figures of the American labor movement, representatives of the European labor movement, and American and European scholars. Its aim is to assist the labor movement of this country in the study of postwar problems and the formulation of postwar policies.

By providing a thorough and frank discussion of the political, economic, and social problems which the world will have to face at the end of the war and which are already beginning to take shape as the war draws to its climax, *Postwar Problems* is designed to aid in achieving this aim." *Politics* is similar in trend to the *New Masses*. Briefly it plans "to create a center of consciousness on the left, welcoming all varieties of radical thought." The political policy "will be partisan to those on the bottom of present-day society." Occasionally résumés of articles on questions of the day appear from other periodicals, and there is a section devoted to book reviews.

American Economic Security is published by the Chamber of Commerce of the United States. The purpose of this magazine is to provide current information on social security. It lists recent publications on that subject. *Renaissances*, published in Algiers, is an important French publication which will present political, economic, and social problems of the day and continue the work of the young writers who, even before 1940, were preparing for the renovation of France. The second issue is devoted to colonial problems, and an announcement is made that the next two issues will present articles and documents regarding Germany and the study of "La Question Constitutionnelle" respectively. Included is a section of good book reviews. *La République Française*, *Revue Mensuelle de l'Ideologie Re-*

publique et Democratique, is the mouth-piece of the Comité Republique Française. The principal collaborators, most of whom are members of university faculties, are scholars of ability and standing, and while the restoration of France is the main theme of the magazine, articles on political, constitutional, economic, and administrative problems of government will appear. There are book reviews. *Tricolor* is the American edition of *La France Libre*. "It is the fifth of an unbroken series of publications. First came *La France Libre*, born in the London 'Blitz' of November 1940. Later, after the French underground had been organized, a miniature edition of this magazine was regularly distributed throughout France. Then came the Cairo edition, first published after the crucial battle of Egypt. During the Tunisian campaign, the Algiers edition was set up. And now, as the American and Allied troops make their last preparations for the new battle of France, here is *Tricolor*." This magazine may not have wide academic appeal, as it is planned to attract the attention of the average reader in the French underground; yet it is startlingly historical of World War II.

12th Street, a quarterly, the work of students and alumni of the New School of Social Research and the Graduate Faculty of Political and Social Science, is concerned with something more than literature and includes the social sciences, philosophy and psychology, the arts, and some creative writing. As described, "our magazine will not be just another 'little magazine,' with its exceedingly limited audience; nor is it to compete in timeliness with the *New Republic*; nor is it to rival the *Yale Review* in the brilliance of its contributions; . . . But:

every article will be scientifically sound; . . . exemplify original thought or research; it will be informative and critical. . . ."

Science and Technology

Science and technology are represented by *The Engineer's Digest*, an American edition of a British publication of the same name. This is a "review of progress in engineering research and development throughout the world" and will afford its readers an opportunity to keep in touch with the significant engineering articles selected, digested, and translated from magazines published abroad. Well illustrated, with clear graphs and diagrams, it also contains book reviews and trade literature. *Die Casting* covers present and postwar applications of the die casting process. New and improved methods in operation are given, and the increasingly important use of die casting emphasized. There are good illustrations and designs of the castings and structural parts. *Finish* is a trade publication devoted exclusively to porcelain enameling and ceramic finishing on metal. It includes technical information, plant and processing articles, and industry news. It is well illustrated. *Resumen de Textile World*, published by McGraw-Hill Co., is an offset-printed digest consisting of a selection of articles in abstracted form, translated into Spanish for the benefit of the Latin American subscribers to the *Textile World*. Improved machinery and equipment methods are fully described and there are illustrations, charts, graphs, and designs.

In the interests of art and architecture are several new titles. *The Journal of the American Institute of Architects*, beginning with the issue of January 1944,

becomes the official organ of the institute and supersedes *The Octagon*, which was discontinued in December 1943. It contains many reprints, excerpts, and condensed articles from other publications. "What the journal does earnestly hope to do is pick up, as with a microphone, the Voice of the profession, and amplify it to audibility." The first issues discuss pre-war contributions to postwar construction, postwar expectations in new materials and techniques, and the rapid change which architecture has undergone in the unusual type, scale, and tempo of war projects. It is published in pocket size. *Canadian Art*, formerly *Maritime Art*, deals with fine examples of the most distinguished periods of painting, as well as Canadian art activities. A board representative of several art associations of Canada directs the publication, which is well printed, handsomely illustrated, and presents an excellent format. *Boletín del Archivo Histórico de la Municipalidad de Valencia* lists and describes the most interesting and important items in the valuable collection of the Historical Archives of Valencia.

Education

Educational Leadership is the official magazine of the Department of Supervision and Curriculum Development of the National Education Association. It combines *Educational Method* and *Curriculum Journal*. Its purpose is set forth in the statement that "the hope of American education, perhaps the hope of America itself, lies in the fullest possible development and utilization of the capacity for leadership throughout its total ranks. It is to the realization of this hope that *Educational Leadership* will seek to contribute." Book reviews are included.

The Library of Congress Quarterly Journal of Current Acquisitions, published as a supplement to the annual report of the Librarian of Congress, "is to be, . . . a work of cooperative scholarship. The library's fellows and associate fellows and consultants and reference specialists, the chiefs of divisions and the occupants of chairs, all of whom serve as recommending officers in the selection of materials to be acquired, will describe new acquisitions which seem to them of special interest for any of the various reasons which give particular interest to a particular book at a particular time."

Literary Magazine

The American Bookman is a scholarly and valuable quarterly magazine published by the Philosophical Library, which aims to emphasize the importance of the problems of literary criticism and literary and dramatic theory and technique. The contents of the first issue includes, besides lengthy critical studies, an annotated bibliography of recent publications related to literary theory and criticism published approximately between January 1 and November 1, 1943. *Etc., a review of general semantics* is ". . . devoted to the encouragement of scientific research and theoretical inquiry into non-Aristotelian system and General Semantics." This magazine reflects the current interest in semantics and its application to various fields of learning. Contributions are by Edward L. Thorndike, E. E. Cummings, Charles T. Glicksberg, A. Korzybski, Wendell Johnson, and others, and it contains illustrations and good book reviews.

From the American Dialect Society comes a new series, *viz., Publications*. . . . Number 1 contains "Instructions to Collectors of Dialect" by George P. Wilson.

This is a continuation of the society's plan begun in its earlier series, *Dialect Notes*, to collect and publish dialect material from various places in this country and Canada, thus forming a valuable contribution to the history of the English language in America.

Little Reviews

The "little reviews," unhampered by the usual problems of commercial success and opening their pages as they do to experimentation, to the pens of untried writers, and to the developing thought of the day, frequently express the spirit of the literary period revealingly. Recently the work of many new writers and poets, some of them members of the armed forces, has appeared. The range of this writing is wide—surrealist, apocalyptic, aesthetic notes all finding expression in a war-torn world, together with that taking a stand against war. The *Maryland Quarterly*, published by the University of Maryland, has had the guidance and encouragement of Norman Macleod, who is in charge of the creative writing program at the university. It is among the most interesting of the "little magazines" to appear and, in a sense, takes the place of *The Old Line*, which was published by the University of Maryland but was forced to suspend during World War II. Most of the modern writers in this country and abroad who have long been familiar to the student of experimental writing are among the contributors. It contains book reviews. *The Sonneteer*, a "little magazine" owned and financed by the editors themselves, is dedicated exclusively to the sonnet in all its forms. There are contributions by Stanton Coblenz, Alfred Kreymborg, Harold Vinal, Gustav Davidson, Glen Ward

Dresbach, and others, and short book reviews are included. *Circle* is representative of vanguard literature—the surrealist, which reflects the growing influence of the new revolutionary art movements and other extreme and modern developments in art and poetry. Among the contributors are Henry Miller, Shaemus Keilty, Robert Barlow, William Carlos Williams, George Leite, and others. It is very modern in appearance.

An interesting and attractive literary publication in French comes from Canada. The third issue of *Gants du Ciel* contains poems by Alfred Desrochers, André Spire, and Alain Bosquet; an essay by Marcel Raymond on André Gide and Henri Ghéon; a critical sketch of Newman and Ollé-Laprune by W. E. Collin; an illustrated article on Rouault by Lionello Venturi; and a study of Dmitri Shostakovich by Nicolas Nabokoff. Full book reviews are given.

Religion

Two magazines on religion have appeared. *Theology To-Day* is edited by John A. MacKay, president of Princeton Theological Seminary. On its editorial council are twenty-seven representative scholars in the field of theology. The greater number of these are members of university faculties throughout this country, including seven who are at Princeton University. The journal aims through the discussion of one important theme in each issue "to contribute to the restoration of theology in the world today as the supreme science . . . to study the central realities of Christian faith and life . . . to explore afresh the truths which were rediscovered by the Protestant Reformation . . . and to provide an organ . . . with a view to interpreting our human situation

and developing a Christian philosophy of life." A special feature is made of book reviews. *The Journal of Religious Thought* is edited by William Stuart Nelson, dean and professor of theology of Howard University, and the members of the editorial committee are eminent scholars from representative universities of the United States. "The pages of the *Journal* are open to pure scholarship in the field of religion. At the moment, however, our most eager interest is in the critical judgment which religion can bring to bear upon the crucial problems which currently besiege us."

Medical Sciences

In the medical sciences are to be found a group of excellent additions to that field of study. *The Quarterly Review of Medicine*, *Quarterly Review of Surgery*, and *General Practice Clinics* are three timely and important abstracting journals published under the auspices of the Washington Institute of Medicine. The following quotation from the *General Practice Clinics* expresses the keynote of all: "The different methods and views of several specialists in the same field are presented for reference and comparison, thus emphasizing today's best clinical methods. . . . This important new material is brought together from every authoritative source, including all state and national journals." All three contain in each number an author and subject index. From the Harvey Cushing Society is the *Journal of Neurosurgery*. This society ". . . has wished to embrace the interests not only of English-speaking neurosurgeons in the larger sense but of Pan-American neurosurgeons as well." It is well illustrated, and the articles are generally accompanied by a list of references on the subject.

From the American-Soviet Medical Society appears *The American Review of Soviet Medicine*, which contains translations of important papers from Russian medical journals and good book reviews. It is an extremely interesting and effective contribution, as declared in the following quotation: ". . . Though methods of treating injury and disease may differ in different lands, the aim is everywhere the same—the mitigation of human suffering, the saving of human life . . . In medical research likewise, no artificial barriers between nations are recognized. The world-wide uniformities of the phenomena of infections, malnutrition, traumatisms, and healing render such barriers absurd. Investigators of these phenomena in various countries publish openly their methods of research and their results. Thus all may profit by the unrestricted exchange of ideas. Perforce, therefore, in the advancement of medical knowledge, there is international collaboration." And from Cuba *Revista de Leprología, Dermatología y Sifilografía* presents the activities and results obtained from experimentation in the field of dermatology. It is well illustrated and contains a section of abstracts from other journals. *Penicillin News*, a bulletin to inform the medical profession of recent developments connected with penicillin, has only two sheets to each number but is important because of its current information on this vital drug. It contains a section entitled "Penicillin Abstracts."

In the majority of these recent publications and underlying the postwar outlook, is the suggestion of international or even universal development and cooperative thought, which new phase of wartime thinking appears first in periodical literature.

Periodicals

- The American Bookman; a Quarterly of Literary Theory and Criticism.* The Philosophical Library, 15 E. 40th St., New York City 16, v. 1, no. 1, winter 1944. \$4.
- American Economic Security.* Chamber of Commerce of the United States of America, Washington 6, D.C., v. 1, no. 1, January 1944. Frequency not given. \$1.
- American Review of Soviet Medicine.* American-Soviet Medical Society, 130 W. 46th St., New York City 19, v. 1, no. 1, October 1943. Bimonthly. \$5.
- Boletín del Archivo Histórico de la Municipalidad de Valencia.* Ilustre Concejo Municipal del Distrito Valencia, Valencia, Venezuela, no. 1, December 1943. Quarterly. Price not given.
- Canadian Art.* Box 384, Ottawa, Canada, v. 1, no. 1, October-November 1943. Bimonthly. \$1.
- Circle.* 2252 Telegraph Ave., Berkeley, Calif., v. 1, no. 1, 1944. Irregular. 50¢ per copy.
- Die Casting.* Industrial Publishing Co., 812 Huron Road, Cleveland, v. 1, no. 1, November 1943. Monthly. \$2.
- etc.; a review of general semantics.* Society for General Semantics, Illinois Institute of Technology, 3300 Federal St., Chicago 16, v. 1, no. 1, August 1943. 4 issues a year. \$3.
- Educational Leadership.* (Combining Educational Method and Curriculum Journal.) Department of Supervision and Curriculum Development. National Education Association, 1201 Sixteenth St. N.W., Washington 6, D.C., v. 1, no. 1, October 1943. Monthly (October-May). \$3.
- The Engineers' Digest; Review of Engineering Progress Abroad.* (American edition.) E.D. Publications, Inc., 1 Madison Ave., New York City 10, v. 1, no. 1, December 1943. Monthly. \$7.50.
- finish; ceramic finishes on metal.* Dana Chase Publications, 360 N. Michigan Ave., Chicago 1, v. 1, no. 1, January 1944. Monthly. \$3.
- Gants du Ciel.* Editions Fides, 3425, rue Saint-Denis, Montreal, Canada, v. 1, no. 1, 1943. Quarterly. Price not given.
- General Practice Clinics.* Washington Institute of Medicine, 314 Randolph Pl., N.E., Washington 2, D.C., v. 1, no. 1, September-October 1943. Bimonthly. \$9.
- International Postwar Problems.* American Labor Conference on International Affairs, 9 E. 46th St., New York City 17, v. 1, no. 1, December 1943. Quarterly. \$3.
- Journal of the American Institute of Architects.* The Octagon, 1741 New York Ave., N.W., Washington 6, D.C., v. 1, no. 1, January 1944. \$1.
- Journal of Neurosurgery.* Published for the Harvey Cushing Society, Charles C Thomas, 220 E. Monroe St., Springfield, Ill., v. 1, no. 1, January 1944. Bimonthly. \$6.
- The Journal of Religious Thought.* School of Religion, Howard University, Washington, D.C., v. 1, no. 1, autumn 1943. Semiannual. \$1.
- The Library of Congress Quarterly Journal of Current Acquisitions.* U. S. Government Printing Office, Washington, D.C., First issue, July-September 1943. Quarterly. Price not given.
- Maryland Quarterly.* Department of English, University of Maryland, College Park, no. 1, 1944. Quarterly. \$2.
- Penicillin News; a Bulletin to Inform the Medical Profession of Recent Developments Connected with Penicillin.* E. R. Squibb and Sons, 745 Fifth Ave., New York City, v. 1, no. 1, October 1943. Monthly. Free.
- Politics.* 45 Astor Place, New York City 3, v. 1, no. 1, February 1944. Monthly. \$2.50.
- Publications of the American Dialect Society.* University of North Carolina, Greensboro, no. 1, April 1944. Irregular. Membership.
- Quarterly Review of Medicine.* Washington Institute of Medicine, 314 Randolph Pl., N.E., Washington 2, D.C., v. 1, no. 1, November 1943. Quarterly. \$9.
- Quarterly Review of Surgery.* Washington Institute of Medicine, 314 Randolph Pl., N.E., Washington 2, D.C., v. 1, no. 1, November 1943. Quarterly. \$9.
- Renaissances; Revue de la Pensée Politique Française.* 4, rue Bourlon, Algiers, v. 1, no. 1, 1944. Monthly. 300 francs.
- La République Française; Revue Mensuelle de l'Idéologie Républicaine et Démocratique.* Comité Républicain Français, 19 E. 64th St., New York City 21, v. 1, no. 1, December 1943. Monthly. \$2.50.
- Resumen de Textile World.* McGraw-Hill Publishing Co., Inc., 330 W. 42nd St., New York City, v. 1, no. 1, January 1944. Monthly. \$1.50.
- Revista de Leprologia, Dermatología y Sifilografía; Organó Oficial del "Patronato para la Profilaxis de la Lepra, Enfermedades Cutáneas y Sifilis."* Calzada de Columbia y Avenida 8a, Mariannao, Cuba, v. 1, no. 1, January 1944. Quarterly. Free.
- The Sonneteer; a Magazine Dedicated Exclusively to the Sonnet in All Its Forms.* Suite 306, CBS Radio Building, 1607 Broadway, New York City 19, no. 1, winter 1943-44. Quarterly. \$1.
- Theology Today.* Westminster Press, P.O. Box 515, Landsdowne, Pa., v. 1, no. 1, April 1944. Quarterly. \$2.
- Tricolor.* (American edition of *La France Libre*.) Andre Labarthe, 1 E. 57th St., New York City 22, v. 1, no. 1, April 1944. Monthly. \$5.
- 12th Street; a Quarterly.* Students of the New School of Social Research, 66 W. 12th St., New York City 3, v. 1, no. 1, May 1944. Quarterly. 50¢.

Conference of Eastern College Librarians

THE THIRTY-FIRST Conference of Eastern College Librarians will be held at Columbia University this year on the customary Saturday after Thanksgiving. The theme of the conference is to be "Postwar Planning for College and University Libraries." F. L. D. Goodrich has consented to be chairman of the program committee.

Audio—Visual Aids and the College Library

By means of a "quick survey" Dr. Johnson has brought together facts concerning the relation of college libraries to the instructional use of motion pictures and recordings.

CONCURRENTLY with the expanded use of motion pictures and recordings in education, the suggestion has repeatedly been made that audio-visual aids may well contribute important stock-in-trade for librarians. In 1934 the American Library Association recognized the relationship of visual aids to libraries by establishing its Visual Methods Committee, a committee which later changed its name to the Audio-Visual Committee. In 1942 the Association published Gerald D. McDonald's *Educational Motion Pictures and Libraries*. In 1943 the National Society for the Study of Education Committee, responsible for the yearbook *The Library in General Education*, gave prominent recognition to the importance of audio-visual aids as a part of library service.¹

Although the idea of collecting, housing, and distributing audio-visual aids as a part of library service has often been discussed, the current practice of college libraries with respect to such service is not accurately known. Answers to such ques-

tions as the following, for example, are not available in published sources:

How extensively are audio-visual aids actually used in college teaching?

What is the place of the college library in the administration and distribution of audio-visual aids to teaching?

What in the judgment of college librarians and administrators should be the place of the college library in the audio-visual education program?

The writer, therefore, believing that such information might throw significant light on trends in library practice and on developments in library service, has undertaken to collect information directly from colleges. An appropriate means of doing this is the "quick survey" method which Dr. Charters, as editor, first used in the *Journal of Higher Education* in 1940.²

As the first step in the survey the writer prepared a simple two-page checklist. In keeping with his desire to make the inquiry brief, only two types of audio-visual aids were included: motion pictures and recordings. This survey blank was sent to the presidents of all colleges which are members of the Association of American Colleges and to the administrative heads of all junior colleges with enrolments of more than two hundred. (Three hundred ninety-eight usable replies were received, 324 from four-year colleges and univer-

¹ Kirk, Marguerite, Giannon, Helen Eagle, Schofield, Edward Twining, and Freund, Roberta Bishop. "Other Aids to Learning." In National Society for the Study of Education, Forty-Second Yearbook, Part II, *The Library in General Education*. Chapter 11, p. 176-218. Department of Education, University of Chicago, 1943.

² Charters, W. W. "Sizing Up the Faculty." *Journal of Higher Education* 11:457-61, December 1940. The "quick survey" method has since been used on several different occasions in the *Journal of Higher Education*.

sities and 74 from junior colleges.

Motion Pictures

Practically all colleges offer their teachers an opportunity to use motion pictures in their instruction; more than nine tenths of the colleges provide facilities for showing motion pictures to classes. There is no significant difference (on the basis of percentage) between the practices of junior colleges and of four-year colleges in this respect. Of the thirty-two colleges which have no visual education service, five are junior colleges (6 per cent of the junior colleges replying) and twenty-seven are four-year colleges (8.5 per cent of the four-year colleges replying). Not only are motion picture facilities provided, they are also used. Seven colleges report all teachers use motion pictures, and in only seventeen colleges do no teachers use motion pictures. Half of the colleges report that from 10 to 25 per cent of their teachers use motion pictures in their teaching.

The administration of a visual education program involves not so much the housing and storage of a collection of films (though in some colleges this is important) as the provision for borrowing films and the provision of aids for selecting them. Only 3 per cent of the colleges own all films for their professional use in teaching.

Particularly important in the visual education program are the aids provided to teachers to help select films which may be borrowed from distributors. More than three fourths of the colleges provide teachers with catalogs of motion picture distributors. Thirty colleges keep a central, single, up-to-date catalog of films. The University of Minnesota and Stephens College report recording evaluative data (for example, the judgment of

faculty members who have used or seen the film) on catalog cards and preparing annotated bibliographies of films at the request of teachers. At Stephens students of several instructors use the central visual education catalog (along with the *Readers' Guide to Periodical Literature*, the library catalog of books, etc.) as an aid to securing materials for investigative papers. This means that, having identified a motion picture which relates to a report a student is preparing, she may, with her instructor's approval, order the film for use in preparing or presenting her report.

Several colleges mention keeping the H. W. Wilson *Educational Film Catalog* as an aid to teachers in selecting films. The practice of providing free preview service for any film a teacher may wish to consider for use is reported by several colleges. Monmouth Junior College, Long Branch, N.J., suggests the need for help in selecting films: "The commercial listing of thousands of films presents a bewildering problem to the director of visual education. We need a noncommercial central agency to give the 'low-down' about films without fear of the commercial toes that are stepped on."

Centralization of Facilities

Another important group of questions regarding the handling of motion picture films relates to the problem of centralized administration: Is responsibility for getting motion pictures and projection equipment left with individual teachers and departments? Or is motion picture service centralized in some one agency? If centralized, what is the agency?

Although there is considerable variation among colleges with respect to the centralization of motion picture facilities, the majority of colleges report some type of cen-

tralization plan. Two hundred and two colleges have a centralizing agency for motion picture service and 144 institutions (52 colleges did not reply to this question) have no such agency. In these latter institutions responsibility for procuring films rests with individual departments or with the individual instructor. Representative of the comments made by colleges where responsibility rests with individual departments is the statement from Brooklyn College: "The trend of opinion among the departments is strongly toward allowing each department to provide and administer its own audio and visual education materials. The feeling is that it requires a specialist in each field to keep informed on latest developments." Among the agencies which centralize and coordinate motion picture service on the campus are a visual education department, the extension service, a faculty committee, a voluntary group of interested teachers, and the library.

Representative of universities having highly developed visual education departments is the University of Minnesota. With a staff of twelve full-time and twenty-five part-time employees, the department provides six thousand showings annually. The director of Visual Education Service of the University of Minnesota makes the following comments on centralization:

In the thirteen years since the Visual Education Service of the University of Minnesota was established the centralization of materials, equipment, facilities, and *consultative* service for all audio-visual aids has proved to be very efficient and educationally valuable. At a university the director of visual education should have the requisite knowledge, personality, and opportunity to teach faculty members how to use films effectively in teaching.

At Indiana University and at the University of Iowa state-wide as well as campus visual education service is offered by the extension division. The Bureau of Visual Aids at Indiana University forecasts extensive expansion in the use of films in teaching. As a part of the work of a postwar planning committee the visual aids staff at Indiana is preparing an expanded visual education program.

At Sarah Lawrence College a faculty committee coordinates visual education service.

Library as Visual Aids Center

In few colleges (29 of the 398 cooperating colleges) is the library the centralizing agency for motion picture service. Representative of the colleges with a library-centered visual education program is Pennsylvania State College. Important in the organization at Pennsylvania State is an all-college visual education policy committee, of which the college librarian is chairman. The audio-visual aids library from time to time distributes to faculty members a mimeographed visual aids newsletter which directs attention to a variety of films, particularly through the use of annotated lists.

The Joint University Libraries building (Vanderbilt University, George Peabody College for Teachers, and Scarritt College for Christian Workers) provides facilities for a library-centered visual education program. Among other colleges in which motion picture service is centralized in the library are Antioch College, Corpus Christi Junior College, Rhode Island State College, Rockford College, San Francisco Junior College, West Virginia University, and Ward Belmont Junior College.

Though the number of colleges which

report centralizing motion picture service in their libraries is small (less than 10 per cent), it is significant that the colleges following this practice include junior colleges and universities, colleges with large enrolments and with small enrolments. Also, half of the reports indicate that in their judgment the library *should be* the centralizing agency, particularly for their own institution. A considerable number who believe the library should not be the centralizing agency qualify their judgment as follows: "Not at present. When the use of films is more general the library should be the centralizing agency." Somewhat in this spirit is the comment from the University of Texas: "Eventually there will be more use of auditory and visual materials in university teaching here, and I see no reason at all why the library should not play an important part in this development; however, it is inevitable that the beginning should occur at the grass roots—in the department."

Pro and Con the Library

Although colleges were not asked to give arguments supporting their judgments concerning the place of the library in visual education service, a considerable number did present their reasons. Among the objections reported to centralizing visual education service in the library are the following:

Librarians are too busy with other things.

The library has inadequate space and lacks other necessary facilities.

Present administration of audio-visual education department is satisfactory.

Librarians are not trained in this field.

Offering motion picture service is a teaching problem which can better be handled by a faculty committee familiar with specific teaching needs.

In connection with the suggestion that

librarians are not trained in visual education, the College of William and Mary reports an interesting plan used there. The film library at William and Mary is a part of the department of library science. "By having the film library organized in this department, it serves the two-fold purpose of supplying films to faculty and students and of teaching library science students how to use the material. We find the latter is an important part of the education of librarians." This plan of training librarians in visual education is one to which all library schools must give attention if the trend toward centralizing visual education materials in the library develops.

Reasons cited in favor of centralizing motion picture service in the library include these:

The librarian in his work comes in contact with all departments of instruction.

The library is centrally located and is frequently visited by staff members.

Visual aids are generally recognized as related to and as supplementary to the use of books as aids to learning.

Motion pictures can readily be handled by the library organization.

The library is more available for use and reference than any other agency.

The library can promote effective use of films just as it now promotes effective use of books.

The library should be the center for *all* instructional materials.

Not only does a significant number of colleges report that the library should be the centralizing agency for motion pictures but a number report that plans are under consideration for such centralization. "I am tactfully and patiently working to that end at this time," reports a college dean. "We are working on this matter now, and hope soon to have motion pictures as a part of library service," the librarian of

a small college says. A university librarian says, "The administration is planning to adopt the policy of centralizing the buying, housing, and administration of all audio-visual material in the library. To that end we are now engaged in an inventory of all college-owned apparatus and other materials in the audio-visual field. The centralizing will be slow because of (1) limited space in our library building and (2) the necessity of re-educating faculty thinking on the subject."

One unexpected result of the survey question relating to centralizing motion picture service in the library was the following reaction from several college administrators: "We had not considered this possibility. It seems like a good idea and we are going to work on it."

Recordings

The typical college provides records for use in teaching; only 11 per cent report no such facilities. The number of teachers using records varies from none (in twelve colleges) to 100 per cent (in two colleges). One hundred and fifty-three colleges report that from 10 to 25 per cent of their teachers use records as an aid to teaching at some time during the school year. Some idea of the prevalence of the practice may be gained from the following compilation:

SPREAD OF USE OF RECORDINGS IN LEADING INSTRUCTIONAL BRANCHES

| <i>Departments Using Recordings</i> | <i>Number of Colleges Reporting Use</i> |
|-------------------------------------|---|
| Music | 311 |
| Speech | 255 |
| Foreign language | 235 |
| Drama | 147 |
| Science | 55 |
| Social studies | 48 |

With the comparatively recent development of radio and recorded radio transcriptions, it is surprising and encouraging to find that recorded transcriptions of radio programs are available for teachers in more than one hundred colleges. St. Bonaventure College, New York, reports: "Our library has undertaken the beginning of what may be referred to as the Library of Living History, comprising radio recordings of important speeches."

Various colleges report using recorded transcripts of radio programs in such varied fields as social studies, natural science, radio, music, foreign languages, and philosophy. Other fields in which records are used include literature, shorthand, typing, religion, telephone technique, salesmanship, history, children's literature, Army and Navy instruction.

Educators are coming more and more to recognize that the curriculum of a college includes the sum total of student experience—in class, in dormitory, in the library, on the athletic field. This concept makes particularly important the practice of a considerable number of colleges in making records available to students for pleasure listening. In this connection the Carnegie music libraries were mentioned in several reports. In most colleges providing records for pleasure listening, students use listening rooms provided by the college. Antioch College, however, loans records to students for use in their rooms. Colby College has gone so far as to loan not only records but also portable phonographs to students. The library at Seton Hill College has a "listening table," so that students may use records with earphones at any time without disturbing patrons. At Georgetown University weekly concerts of recorded music were, until recently, broadcast by the college

radio station with commentary by the college librarian. These programs will be resumed at the close of the war.

In contrast with the use of motion pictures, where the trend is toward centralized administration, the tendency of colleges is to leave to individual departments or individual teachers responsibility for administering collections of recordings. Two hundred and forty-nine colleges follow this practice. In only sixty-four colleges is the administration of recordings centralized in the library. Although in a few additional colleges plans are under way for centralizing administration of recordings in the college library, the trend is less pronounced than with motion pictures.

Perhaps the situation of many colleges with respect to the administration of recordings was adequately voiced by the college dean who professed the need of help in solving the problems involved in instituting more effective methods of administering the program. It represents a possible field for further investigation.

Summary and Implications

1. Typically colleges make available to professors motion pictures and recordings as aids to teaching. This fact is particularly gratifying in view of the criticism often leveled against colleges with respect to the "lag" in utilizing current methods and materials.

2. A surprising number of colleges provide recorded transcriptions of radio programs as an aid to teaching. With technologically improved facilities for making recordings and with the educational value of many radio programs increasingly recognized, it is the judgment of the writer that recorded transcriptions of radio programs will be used with increasing frequency in higher education.

3. The extensive use of audio-visual aids in the teaching programs sponsored by the armed forces, the development of new teaching techniques in the armed forces, and the inevitable improvement in the quality of all audio-visual apparatus due to technological advancement, suggest a trend toward an increased use of audio-visual aids following the war.

4. At present comparatively few college libraries serve as the centralizing agency for audio-visual aids. This is the case with respect to recordings, transcriptions, and motion pictures.

5. There is a pronounced trend toward a library-centralized audio-visual education service in the colleges cooperating in the study. This trend is particularly notable in the case of motion picture service.

6. Since in the postwar world we can expect a constantly increased use of audio-visual aids in teaching, since in most colleges the administration of such aids needs to be centralized to be most effective, and since there is a trend toward library-centralization of the visual aids program, library schools must soon recognize that training in the administration of audio-visual aids is an important part of their curriculum.

THE AMERICAN PHILOSOPHICAL SOCIETY is building up its files of back numbers of its *Proceedings* and *Transactions*. If any library has issues of these publications which it does not wish to retain, the society will be pleased to receive them and pay transportation charges. Address the Society, Independence Square, Philadelphia 6.

Friends of the Library Organizations

Mr. Allen, librarian of Rhode Island State College, has sought through an enquiry to throw light on the experience of college and university libraries with groups of Friends.

THIS STUDY of Friends of the Library organizations is in no respect exhaustive. Visits were made to ten institutions.¹ Through correspondence information was obtained from five² more institutions which had Friends groups and from three which did not.³ The publications of the Friends of the Library organizations in twenty-one institutions⁴ have been covered, as well as all articles on the subject listed in *Current Library Literature*, 1921-42.

The American Library Association has summed up several of the more patent purposes of the Friends in a mimeographed publication.⁵ It says, in part, "The purpose of the college groups, although variously stated, is practically the same: to constitute a body of sleuths to discover idle books in private libraries, duplicate books, special collections. . . ." Other

equally important objectives of Friends organizations are:

(1) To supplement the library budget by cash contributions. The librarian at Colby specifically mentions this as an objective, and all of the twenty-four institutions in this study anticipate cash contributions as dues or gifts or both.

(2) To make the library more useful to students and faculty. Brown and New York University place emphasis on this point.

(3) To provide an understanding of the work of the library. Wellesley, New York University, and Brown feel this is important.

(4) To build up a greater realization of the importance of the library to the future development of the university. New York University mentions this.

(5) To stimulate the cultivation of an educated interest in their alma mater by the alumni. Brown hopes to achieve this.

The literature of Friends groups is full of interesting accounts of how various groups were founded, describing the initial dinners, the first drives for members, and the first numbers of the bulletins. The idea originated in Europe. Franklyn E. Parker, Jr., and Archibald Coolidge, then director of the Harvard Library, spent considerable time in Europe immediately after World War I collecting material for the Harvard library. They were impressed with the Friends of the Library group at the Paris Bibliothèque Nationale, which was started in 1913, and succeeded in launching a group at their alma mater in 1925. The idea spread almost at once to

¹ Brown, Columbia, Harvard, Massachusetts Institute of Technology, New York University, Knox (New York office), Princeton, Rutgers, Wellesley, Yale.

² Bucknell, Haverford, Michigan State, Washington State, Wesleyan.

³ Amherst, Pennsylvania State College, University of Rochester.

⁴ Brown, Buffalo, Bucknell, Chicago, Colby, Dartmouth, Haverford, Harvard, Knox, Princeton, Rutgers, Michigan State, New York University, Duke, Washington State, Wellesley, Wesleyan, Massachusetts Institute of Technology, Yale, Columbia, Johns Hopkins.

⁵ American Library Association. *Friends of the Library Groups*. Chicago, A.L.A., 1938. 47p. Mimeographed.

Yale and Columbia and since to all sections of the United States and to all types of institutions.

The most general type of Friends organization has no permanent secretary and no constitution. It has compulsory annual dues and a publication issued at irregular intervals. Yale, Princeton, Wesleyan, Michigan State, and Brown have a council which acts in an advisory capacity. To hold an annual meeting at which officers are elected is common practice. The librarian acts as secretary of the Friends at Princeton, Duke, Haverford, Washington State, Michigan State, Johns Hopkins, and Chicago. His office, or that of the assistant librarian, serves as headquarters for the organization at Wellesley, Princeton, Brown, Duke, Haverford, Rutgers, Yale, Washington State, and Wesleyan. The Friends of the Knox College Library operate from the New York office of an alumnus, Edward Caldwell, and keep going through alumni support. At New York University, Dartmouth, Rutgers, and Harvard one or more members of the faculty are responsible for the initial activity of the group and aid the librarian in keeping it alive.

Activities

Friends organizations are engaged in a multitude of activities. At Johns Hopkins, Knox, New York University, Brown, and Wellesley they study desiderata lists and read reports upon the progress of the library. John Carter Brown Friends make visits to the library, thereby informing themselves of its activities. They attend lectures and exhibitions in the library at Johns Hopkins, Chicago, Harvard, Wellesley, Brown, Yale, and New York University. Friends quite generally give books and money for books

for the reference collection, and at Knox they make contributions toward additional copies for collateral reading and for current periodical subscriptions. At Wellesley, New York University, Harvard, Yale, Princeton, and Brown they donate specific items lacking in special collections. At Yale they have specialized in contributions to the rare book room. The Friends at New York University furnished a film-reading machine.

Sometimes special projects are promoted by Friends groups. At Princeton Friends have aided in raising funds for a new library building and have supported a graphic arts program. At the University of Toledo they have sponsored an endowment fund of one million dollars for the library. At Haverford they have voluntarily served to keep the treasure room open and to receive guests on Sunday afternoons. The University of Buffalo Friends use some of their funds for a lending library of new fiction and nonfiction and include a home delivery service. Finally, one of the major activities of most groups is the publication of bulletins.

Finances

The chief regular income of the Friends is from annual dues. Compulsory dues are most common, but Brown has voluntary dues. Harvard encloses a subscription or donation card with its news bulletin. Dartmouth, M.I.T., Wesleyan, and Knox ask for no regular annual contribution. All groups welcome contributions of money for general expenses, for their publications, and for book purchases, either general or specific. Many groups suggest that members leave money to the Friends as bequests. Dues at Rutgers go chiefly for the publication of the *Journal* of the Rutgers University Library. At

Princeton they are devoted to two purposes, the graphic arts project and the *Library Chronicle*. At Colby all money collected in dues goes for book purchases, and at New York University the same is true after running expenses and costs of the bulletin have been met. The New York University procedure is believed to prevail commonly elsewhere.

The accompanying chart presents a variety of information about Friends organizations.

FRIENDS ORGANIZATIONS

| Name of Institution | Year of Founding | Possession of Constitution | Character of Dues ^a | Periodicity of Bulletin ^b |
|---------------------|------------------|----------------------------|--------------------------------|--------------------------------------|
| Brown | 1938 | Yes | Vol. | Q |
| Bucknell | 1936 | No | None | 3 a year |
| Buffalo | 1936 | No | Comp. | Irreg. |
| Chicago | 1934 | Yes | Comp. | 3 a year |
| Colby | 1935 | No | Comp. | Q |
| Columbia | 1928 | Yes | Comp. | Irreg. |
| Dartmouth | 1938 | No | None | Irreg. |
| Duke | 1935 | No | Comp. | Irreg. |
| Harvard | 1925 | No | None | Irreg. |
| Haverford | 1943 | No | Comp. | Irreg. |
| Johns Hopkins | 1930 | No | Comp. | Q |
| Knox | 1931 | No | None | Irreg. |
| M.I.T. | 1937 | No | None | Irreg. |
| Michigan State | 1943 | Yes | Comp. | Irreg. |
| N.Y.U. | 1933 | Yes | Comp. | Q |
| Princeton | 1930 | No | Comp. | Q |
| Rutgers | 1937 | Yes | Comp. | Semiann. |
| Washington State | 1938 | Yes | Comp. | Irreg. |
| Wellesley | 1933 | No | Comp. | Irreg. |
| Wesleyan | 1931 | No | None | Q |
| Yale | 1928 | Yes | Comp. | Q |

^aVol.—voluntary
Comp.—compulsory
^bQ—Quarterly
Irreg.—Irregularly
Semiann.—Semiannually

The annual dinner has been discontinued for the duration at Princeton, Duke, and Washington State. The publications of the Friends organization have been continued at most institutions, but have been suspended at Knox, Columbia, Harvard, Dartmouth, and Duke. A drive for increased membership has been postponed until after the war at Princeton. The Knox organization has been inactive due to war activities on the Knox campus. Preoccupation of alumni and

faculty with the war has centered activities of Friends groups to an enlarged extent in the office of the librarian.

1. Friends groups occur in land-grant colleges and universities, small liberal arts colleges, and large privately endowed universities. Financially speaking, the results naturally have been greatest in the institutions with a large group of wealthy alumni, many of whom are interested in books and book collecting.

2. Groups conducted chiefly by alumni tend to fluctuate greatly in their effectiveness over a long period of time. Interest wanes and the group becomes inactive. Harvard, Yale, Princeton, Columbia, and Knox have experienced this.

3. Faculty management has brought about the same results as that of alumni.

4. A continuity of interest is best maintained when the group is directed from the library, although this requires a great amount of time and effort on the part of the librarian or some member of his staff.

5. Friends of the Library publications are uniformly valuable in promoting the interests of the library. An elaborate, expensive publication, although desirable, is not indispensable. A two- or four-page news sheet, preferably printed but even mimeographed, serves to call attention to important needs and activities of the library.

6. Friends groups have spread to the extent where they may compete with each other in urban centers. Frequently this competition works to the advantage of each unit concerned, by stimulating greater activity and achievement.

7. Friends groups are effective in spreading goodwill for the library and in giving recognition to the important role played by the library in the realm of higher education.

Some Periodical Publications by and Relating to Library Friends Included in This Study

Brown University. *Books at Brown*. Issued quarterly. 4-6p. V. I, no. 1, June 1938.
A news bulletin with desiderata lists. Attractively printed.

Bucknell University. *Bibliotheca Bucknellensis*. Irregular. 4-6p. V.I, no. 1, November 1936.
A news sheet.

Chicago University. *Courier*. Issued three times a year. V. I, no. 1, December 1934.
News items and articles dealing with collections.

Duke University. *Library Notes*. Issued irregularly. 4-6p. V. I, no. 1, March 1936.
A news bulletin.

Colby College. *Colby Library Quarterly*. Issued January, March, June, October. 16-20p. Ser. I, no. 1, January 1935.

Articles are literary, dealing chiefly with Colby library exhibitions and collections.

Columbia University. *Bibliotheca Columbiana*. Issued irregularly. Only four issued: April 1933, 12p.; December 1934, 20p.; June 1936, 16p.; August 1937, 9p.

Articles are news items dealing chiefly with Columbia library exhibitions and collections.

Dartmouth College. *Library Bulletin*. Issued irregularly. 16p. V. I, no. 1, April 1931; v. IV, no. 2, April 1943. Suspended for the duration.

Beginning with v. II, no. 10, March 1938, issues of the *Library Bulletin* of the Baker Library contain news items, lists of donors, information about the Friends of the Dartmouth library. This literary publication is otherwise strictly a publication of the library and not of the Friends.

Harvard University. *Library Notes*. Issued quarterly. 50p. V. I, no. 1, June 1920.

A publication of the Harvard library of high literary quality. It occasionally contains brief references to the Friends of the Harvard library.

—*News of the Harvard Library*. Issued for the Library Friends at intervals from Cambridge. Irregular. 2p. V. I, no. 1, November 1941. 2p. V. I, no. 2, February 1942. 2p. No more issued.

A news sheet giving brief reports on collections, gifts, etc.

Haverford College. *Library Associates' Bulletin*. Irregular. 4p. No. 1, Nov. 20, 1943. Mimeographed.

A news sheet.

Johns Hopkins University. *Ex Libris*. Issued quarterly. 4-8p. V. I, no. 1, May 1931.

A news sheet.

Knox College. *Books for the Knox College Library*. Irregular. 4-16p. No. 1, April 1932. Suspended for the duration.

A news bulletin and desiderata list.

Massachusetts Institute of Technology. *Footnotes*. Issued irregularly. 4-6p. Spring, 1938, D. B. Updike, Merrymount Press; spring, 1939, W. A. Diggins; summer, 1941, Douglas McMurtrie; summer, 1942, Berkley Press; summer, 1943, Southworth-Anthoensen Press.

Each one is an outstanding piece of typographic design. A news bulletin. Each issue contains articles on the Friends of the M.I.T. Library.

New York University. Society for the Libraries. *Bulletin*. Issued quarterly. 8p. V. I, no. 1, January 1934.

A news bulletin with lists of desiderata. Handsomely printed.

Princeton University. *Biblia*. Issued irregularly. 40p. V. I-X, June 1930-December 1938.

A publication of the Princeton library and very good in literary quality.

—*Library Chronicle*. Issued quarterly. 40p. V. I, 1939. Continues *Biblia*.

Contains descriptive articles based on collections in Princeton University Library. Many issues contain a section called "Biblia," which carries news notes on Friends of the Princeton Library.

Rutgers University. *The Journal*. Issued semi-annually, December and June. 40p. V. I, no. 1, December 1937.

Articles are literary, dealing with material in Rutgers library. Excellent.

Washington State College. *Record*. Issued irregularly. 8-12p. V. I, no. 1, February 1939.

A news bulletin, listing donors, members, gifts.

Wellesley College. *Bulletin*. Issued irregularly. 4-16p. No. 1, 1937.

Outstanding from literary standpoint. Numbers 4 and 5 are especially impressive, based on material in Wellesley College Library and including desiderata lists and mention of notable acquisitions.

Wesleyan University. *About Books*. Issued quarterly. 12-16p. V. I, no. 1, October 1930.

Deals largely with collections in Wesleyan. A library publication with very infrequent reference to Friends organization. Lists new books.

Yale University. *Library Gazette*. Issued quarterly. 24-48p. V. I, no. 1, June 1926.

Chiefly a publication of the library, with occasional reference to Friends of the Library.

By AVRAHM YARMOLINSKY

Soviet Libraries

This account is based upon a talk given before the Conference of Eastern College Librarians at Columbia University on January 29, 1944.

THE OUTSTANDING FACT about the library facilities in the Soviet Union is their amazing growth. The available figures—they relate to the period of the second and third five-year plans—are eloquent. In 1934 there were some 116,000 libraries containing about 299,000,000 books; in 1939 241,000 libraries with 442,000,000 volumes were in existence. These data are cited in a book written by the dean of Russian librarians, Mme. L. B. Havkina, and published in Moscow in 1943 under the title *Svodnye Katalogi* (union catalogs). Incidentally, it is one of the few Russian books on a library subject which has reached the author's desk since the beginning of the war.

The figures for 1939 are those of *Tsentralkoe upravlenie narodno-khozyaistvennovo ucheta* (the central bureau of statistics). The earlier figures, too, are official. They are based on the findings of the detailed library census taken on Oct. 1, 1934, in accordance with a decree issued by the Central Executive Committee of the Soviets, the highest administrative organ of the union. The census covered not only the size of the collections, the number of readers and of volumes used, but also personnel, salaries, area of library buildings, and other relevant matters. In good time this mass of

statistics was duly tabulated and published in the form of two substantial volumes.¹ What swells the totals given above is the fact that they include small libraries, for instance, those attached to kindergartens and elementary schools. It should be noted, however, that for 1934 Mme. Havkina omitted some ninety thousand kindergarten and school libraries which at that time did not furnish information regarding the size of their collections, but it is not clear whether she followed the same procedure in computing the figures for 1939.

The 1934 census was carried out under the supervision of the state planning commission by the commissariats of education of the constituent Soviet republics and by the Supreme Soviet of the Trade Unions. The participation of the latter body was due to the fact that a number of libraries, for example those attached to trade schools, are under its jurisdiction. Other libraries, according to their character, are controlled by the various commissariats, but the largest number are subject to the authority of the commissariats of education, of which there is one in each of the autonomous republics that make up the union. It goes without saying that library service is furnished exclusively by the state and that, like the schools, the press, the movies, and the radio, libraries are under strict government control.

The distinction between popular and

¹ *Tsentralkoe upravlenie narodno-khozyaistvennovo ucheta. Vsesoyuznaya bibliotchnaya perepis 1-go oktyabrya 1934. g. Moscow, 1936.*

special or research libraries obtains in the U.S.S.R. as elsewhere. But in Soviet terminology the former institutions are known as *mass* libraries. These may serve a region or a district or be urban or rural; they may exist independently or function in connection with a club, an industrial plant, a lumberjacks' cooperative, a state farm, a tractor station. They are largely financed from local funds though certain items of library equipment may also figure on the budgets of the republics. Local funds also support most of the school and children's libraries but only some of the specialized reference libraries attached to factories, "trusts," financial institutions, planning commissions, and the innumerable bureaus that compose the administrative machinery of the cooperatives, the trade unions, the Communist Party, and the government.

State Public Libraries

Let us look a little more carefully at three types of Soviet libraries that are closest to the interests of college librarians. The so-called state public libraries come first. These are the great central book depositories of the union. Among them, to begin with, is the institution sacred to the father of Soviet Russia, the Lenin Public Library of Moscow. It is the national library of the Soviet Union. Prior to the German invasion its new building, reputed to be the biggest library structure in Europe, was nearing completion. It is largely a Soviet creation, developed since the revolution from a nucleus that was the prerevolutionary Rumyantsov library, not a very old, extensive, or distinguished collection, as book collections go in Russia. According to the census of 1934, the number of books in the Lenin library stood at nearly nine and a half million, of which,

however, only about half were duly processed. An official Moscow statistical handbook² credits the library with nine and a quarter million books as of 1937, without drawing any distinction between processed and unprocessed volumes. The total includes, no doubt, a huge reserve and duplicate fund. Even so, the growth of this collection has been phenomenal. It must have absorbed some of those vast stocks of printed matter that accumulated in the early years of the revolution, owing to the nationalization of private libraries and of the libraries of institutions that had been liquidated.

Another state public library is the former Imperial Library of St. Petersburg. Some years after the revolution it was renamed for Saltykov-Shchedrin, a celebrated satirist of the old regime, and on the occasion of its one hundred and twenty-fifth anniversary, which occurred in 1939, it was decorated with the Order of the Workers' Red Banner. As a result, it is officially styled the Saltykov-Shchedrin State Public Workers' Red Banner Library, if I may offer a rather lumbering translation. When it first opened its doors, two years after Napoleon invaded the country, it had on its shelves exactly five volumes in Russian, in addition to some 250,000 volumes in the Western languages seized in Warsaw by order of Empress Catherine after the suppression of the Kościuszko insurrection. The books were divided into seven classes, for does it not say in the Bible, "And wisdom hath hewn out her seven pillars"? Some few changes have occurred since then in the library. To make a long story short, in 1937 it was officially reported to house over eight and a half million books,³ although three years earlier

² *Sotsialisticheskoe stroitel'stvo S.S.S.R. (1933-1938)*, Moscow, 1939, p. 129.

³ *Ibid.*

it was credited with only 6,150,000 units and a duplicate fund of one million units (I am, of course, referring to the census of 1934). A third Russian source credits it, as of 1939, with nearly ten million books, including a duplicate fund of two and a half million units. It is not my ambition to settle the question as to whether the Lenin library of Moscow or the public library of Leningrad has the larger holdings, and consequently which of the two has the distinction of being the largest library in the world. Whatever the exact size of its holdings may be, the Leningrad Public Library, with its vast and systematic accumulations of literature, native and foreign, with its many special collections and with its priceless assemblage of manuscripts, is one of the world's really great treasure houses of culture. Its official status is that of the national library of the Russian member of the Soviet federation.

Libraries of the Republics

Each of the other constituent republics, too, presumably has its central library, at least in the making. The national library of the Ukrainian Republic, which is also the Library of the Ukrainian Academy of Sciences, has been located in Kiev. With its seven million volumes, of which, according to the census of 1934, five and a quarter million were processed, it is an institution of more than local significance. The other republican libraries, if I may phrase it that way, like that of White Russia at Minsk, are perhaps only of regional importance. There were thirteen state public libraries in 1934 and the same number in 1939.

The Leningrad Public Library caters both to the general public and to students and has a children's library in an annex. The activities of the other great central

libraries are similarly varied. The abundant resources of these institutions eminently fit them to act as research libraries also.

Research Libraries

In addition, there are research libraries functioning exclusively as such and so designated. Some of them have a broad scope. Such is, above all, the library of the Academy of Sciences in Leningrad. Although it cannot boast of more than a paltry four million volumes, its collections, which have been accumulating since the time of Peter the Great, place it among the world's major libraries. The very fine library of the Academy for the History of Material Culture and the distinguished collections of books and manuscripts available at the Historical Museum in Moscow and in the recently opened historical library in the same city, cover a rather wide field. Then too there are highly specialized research libraries. One can instance, among others, those attached to the Leningrad Diesel Institute, to the Institute of Aerial Photography in the same city, to the Moscow Institute of Horse-Breeding, and to the Institute of Graphic Statistics.

Finally there is the Soviet equivalent of our college libraries. Where we speak of colleges and universities, the Russians speak of *vuzy* or institutions of higher learning. As a rule, these do not offer courses in the liberal arts. By the time a student enters a *vuz*, he is assumed to have completed his liberal education. Some of these Soviet institutions still bear the glamorous name of university. But a Soviet university is very different from the traditional *universitas*, a school offering instruction in all the branches of higher learning. The Soviet university generally limits itself to the exact sciences.

One or two also have a department of history. Higher education is carried on largely in special schools. The general tendency there is to bring theory closer to practice, to concentrate on what is immediately useful, to make instruction subservient to the social purposes of the new dispensation. It is not surprising to find a trend to overspecialization. The Leningrad institutions of higher learning include a college for the preparation of Communist Party cadres, an institute of automobile roads, and a school of restaurant engineering; among the Moscow *university* there are a peasant college and a school offering instruction in the art and science of bread-baking. Incidentally, this latter school boasts a library of forty thousand volumes.

That the equipment of each institution of higher learning includes a library or a group of libraries may be taken for granted. Many of them offer facilities for research in special fields. The drastic reorganization of the old universities and professional schools that has taken place since the revolution meant a similar reorganization of the libraries attached to them. Collections were broken up, combined, rearranged, shifted from place to place. In the process they must have suffered somewhat. On the other hand, it is certain that both the number of college libraries and their resources have greatly increased since the coming of the new order. In 1934 there existed 2395 research libraries with thirty-five million volumes and 1139 college libraries with forty-eight million volumes; by 1939 the number of libraries had dropped respectively to 1557 and 663 (L. B. Havkina. *Svodnye katalogi*, p. 10). Since their holdings had grown during that interval, consolidation must have taken place as a

reaction against overspecialization. The maintenance of the three types of libraries dealt with above figures partly in the budget of the union, partly in the budgets of the individual republics.

"Obligatory Copies"

Some of the principal libraries in the union are provided with the current output of the Soviet presses, which is enormous, by means of an arrangement involving the so-called "obligatory copy." Every printing press is under legal obligation to deliver to the Union Book Chamber, free of charge, a number of copies of every publication produced. The chamber is a combination of a copyright depository and a bibliographical institute. Here each item is registered and carefully described on a standard catalog card, which is printed for the use of libraries and is eventually inserted into an issue of the weekly *Knizhnaya Letopis*, the official bibliography of the union. One or two of the obligatory copies are retained by the chamber, the rest are distributed among certain libraries specified by law. The library of the Academy of Sciences gets three, while the Lenin library and the Leningrad Public Library receive two obligatory copies of every book, serial, and important newspaper, and these two libraries also get one copy of all the other newspapers issued within the union. Certain special libraries are also supplied with one copy of every publication in their respective fields. Until recently the number of obligatory copies varied from forty-five for books, periodicals, and maps, to two for mimeographed institutional material. A decree of the Soviet of the People's Commissars dated Nov. 10, 1939, reduced the number of copies to twenty-five for more important publications and

to four for minor and ephemeral items. An official ordinance of May 9, 1940, put every publishing agency under obligation to deliver to O.G.I.Z. (the central state publishing house) 150 copies, of those first printed, to be sold either at a discount or at cost price to a specified group of libraries. A number of free obligatory copies in the languages of the ethnic minorities of the union are also distributed among the local libraries.⁴

Distribution of Libraries

The 1934 library census, Mme. Havkina points out, has revealed the uneven distribution of library facilities in the union. This is a rather obvious fact and one rooted in the whole history of the vast country. But the hinterland is waking up. A demand for books is growing in the remotest sections. Hence, the cry for an interlibrary loan system on a national scale. This, it is argued, means a fuller and fairer utilization of existing resources. By 1933 the Central Committee of the Communist Party was won over to the idea. And so the following year the Commissariat of Education of the R.S.F.S.R. decreed the practice. Simultaneously the postal authorities were instructed to accept free of charge parcels of books going from library to library. Although this postal regulation was rescinded four years later, interlibrary loan enjoys a considerable vogue.

Under the circumstances, the problem of union catalogs begins to loom large. Without such catalogs, it is argued, interlibrary loaning cannot be carried on efficiently. In fact, Mme. Havkina's latest book is a plea for them, a history and survey of those now existing, and a man-

ual on the technique of compiling them.

In this work Mme. Havkina would link the construction of union catalogs with another bibliographical project now under way in Russia. Since 1927 the book chamber has been printing cards for all Soviet publications. We now learn that the Leningrad Public Library has printed cards, about 125,000 of them, for all titles issued from 1917 to 1926. The material is thus ready for the publication of a complete repertory of the Soviet book, about eight hundred thousand titles in all, and the book chamber has been instructed to carry out the project. In the meantime, the Leningrad Public Library is to go on compiling cards for Russian publications covering the period from 1725 to 1917, estimated to run to about 550,000 titles. As the output of the Russian presses from the beginning of printing in 1564 to the death of Peter the Great in 1725 does not exceed a few hundred titles, a complete register of the Russian book, which has long been the dearest wish of Russian bookmen, is no longer a dream. Mme. Havkina suggests that the proof copy of the cards should be circulated at least among the major libraries, thus enabling them to make additions to the list and to indicate location of copies. She envisages a network of regional union catalogs, eventually to be combined into a master catalog for the entire country. Of course, all these projects must remain in abeyance while the war goes on.

Libraries in the War

And what has been happening to Soviet libraries while the war has been going on? It is hard to answer this question. The world knows that the Russians are fighting with a wholeheartedness that gives a new meaning to the hackneyed phrase, "total

⁴ Godkevich, M. A. "Sovetskoe zakonodatel'stvo ob obyazatel'nom ekzempl'yare," *Sovetskaya bibliografiya*, 1940, I.

war." Naturally, library resources, like everything else, are mobilized to help the war effort. It is reported that the libraries of Moscow functioned normally even during the critical days when the Germans were at the gates of the capital. The Lenin library is now engaged in making a most comprehensive collection of materials relating to the war. I have seen a statement to the effect that three and a half million books have been removed from its shelves to a place of safety. Many of the more precious volumes belonging to the Leningrad Public Library have also been evacuated, while its catalogs, occupying an area of eight thousand square feet, were moved to the cellar of the building. The way the staff of this great library carried on without a day's stoppage under indescribable hardships throughout a long siege is part of the epic of Leningrad. I am glad to be able to report that while neighboring buildings have been gutted, the Leningrad Public Library has remained unscathed by the bombing. Apparently the library of the academy has also escaped damage from the onslaughts of war.

There is no question but that in the occupied regions the libraries suffered heavily from wanton destruction and looting. Detailed information on the subject must naturally wait upon the end of hostilities. Already, however, certain facts have come to light. The library of Orel was burned. The collections of the central library of Minsk have been either

removed to Germany or destroyed. The library of the University of Kiev was blown up. A similar fate has befallen the libraries of many White Russian and Ukrainian cities. According to an authoritative statement in *Izvestiya* for Dec. 31, 1943, in the region of Kharkov the Germans demolished 1780 clubs, village reading-rooms, and libraries out of a total of 1800. About four million volumes have been either destroyed or removed from Kiev alone. Only a part of the collections of the great Korolenko library of Kharkov, next in importance only to the Ukrainian National Library of Kiev, has been preserved.

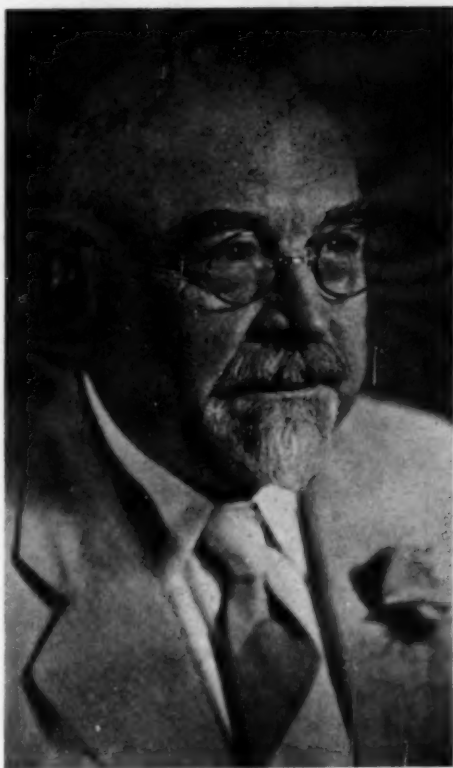
From occasional notices in the press one gains the impression that the restoration of devastated libraries is carried out without delay as part of reconstruction activities. In a postscript to her book, Mme. Havkina indicates that she has laid before the proper authorities a plan for the formation of a state fund for the restoration of destroyed libraries. The books to be contributed to the fund should come from the public, the publishers, the Soviet libraries, as well as from British and American libraries, the latter perhaps on an exchange basis. It is not known if the fund has actually been established, but it appears from a recent issue of the *Information Bulletin of the Soviet Embassy* in Washington that the Lenin library has released one hundred thousand volumes for the libraries that are being restored in the occupied regions.

Asa Don Dickinson

WITH THE RETIREMENT on August 31 of Asa Don Dickinson, librarian of Brooklyn College, the profession loses from active service one of its most genial and cultivated numbers. To the circle of friends who are privileged to know him, his act of laying down the burdens of administering one of our busiest college libraries means not a sigh of relief but a step toward more gracious living, more time for friends, and, we hope, more time to employ his charming and witty pen.

It was typical of him to describe his work at Brooklyn College, where he built up a circulation of some six hundred thirty thousand a year on a collection of ninety thousand books, as "sitting on the lid." But few men can hold down a boiling cauldron with such aplomb, and few men can bring about in a decade the changes that marked the transformation of the Brooklyn College Library from a handful of books scattered in downtown loft buildings to the highly useful book collection and building on the new college campus.

He was born in Detroit in 1876 and educated in the Brooklyn Latin School, Columbia Law School, and the New York State Library School at Albany. His first professional service began in 1903 in the famous old Montague Branch of the Brooklyn Public Library, whither he came fresh from Albany, overflowing with the enthusiasm of his own buoyant nature and the contagious missionary zeal of Melvil Dewey and Mrs. Mary Salome Fairchild but above all with a saving sense of humor. This last is documented by his first contribution to a professional journal: "Mis-



Photograph by Dr. T. W. Kilmer

MR. DICKINSON

takes of the Bureau of Information. By Asia."¹

After three years in Brooklyn he served a year as librarian of Union College, three at the Leavenworth, Kan., Public Library, and two at Washington State College. From 1912 to 1918 he followed his bent for writing as a member of the editorial staff of Doubleday Page and Co. For that period he has nearly a dozen substantial titles to his credit, including several collections of children's stories and

¹ *Library Journal* 30: 341, June 1905.

The Kaiser; a Book about the Most Interesting Man in Europe. This work was interrupted in 1915-16, when he went to India to organize the Punjab library system and to write the *Punjab Library Primer*.

A.L.A. War Service

In 1918 he entered the A.L.A. War Service, first as dispatch agent in Hoboken and later in Paris. There are many tall tales about the prodigious job he did at Hoboken in sorting and shipping out tons of books but none better than his own version to be found in the *Library Journal* of August 1918.

In 1918 he became the first trained librarian to be put in charge of the University of Pennsylvania Library. What that required in administrative organization and increase of usefulness needs no elaboration. His years of service were years of upbuilding, broadening, and expanding, so far as available funds made possible. His efforts to stimulate interest in books are still remembered with gratitude by many who were then students. His continued literary interests were marked by contributions on a wide range of subjects, ranging from *Wild Flowers* to *Booth Tarkington*, *Doubleday's Encyclopedia*, and *Best Books of Our Time*.

He returned to Brooklyn in 1931 to assume the task of organizing the Brooklyn College Library. The college had been founded a year before, from a marriage of the Brooklyn extensions of City College and Hunter College. Its library comprised a few hundred volumes gathered from these two agencies, which were scattered in several office buildings in downtown Brooklyn. Under his administration the growth of the library in books and their use was immediate and rapid,

constrained only by the bounds of rented floor space.

In 1937 the college library assumed its place at the head of the main quadrangle on the new campus in a building which he designed. In his own words:

The new library building has been planned to house this small collection of very busy books—the annual circulation is nearly half a million volumes—serving a large number of especially hard-working, earnest young men and women, none of whom live upon the campus. The bookstack, accordingly, is small; the public rooms large. The capacity of the former is 88,000 volumes; that of the latter, 1100 readers.

His democratic administration of this busy library has made him beloved of staff, students, and faculty alike. His habit of applying "pet" names to his closest friends and associates is not a means of making barbed gibes but an expression of recognition, understanding, and acceptance into his own inner circle. Along his daily path he is ever strewing countless acts of friendly kindness. He is never too busy to interview a student and to put his signature on a card of introduction for those who want to go beyond local resources to the New York Public Library.

He regarded opening packages of new books as a supreme pleasure and as the librarian's special prerogative; the acquisitions routine at Brooklyn was planned accordingly, so that all incoming mail was routed to his office. A well-thumbed copy of the Decimal Classification was always on his desk, and each new book passed on to the cataloging department with its classmark written in his own hand.

He seldom joined the pitched battles that mark faculty life in a large and rapidly expanding institution. But once he was certain that the fate of his library

(Continued on page 367)

Mary E. Baker

MARY E. BAKER retired from active library service on Aug. 1, 1943, after twenty years as librarian of the University of Tennessee. As one who has been her student, staff member, and friend, I am proud to have an opportunity to pay tribute to her contributions as a librarian and to her influence on her associates.

My outstanding impression of Miss Baker is of her deep concern and warm sympathy for both the professional and personal problems of her staff and friends. My first year out of library school I joined her staff. It was Miss Baker herself who instructed me in my duties. No matter how occupied she was with more important matters, she was never too busy to listen to my minor troubles nor impatient with my greenness. I hope my own attitude toward beginners has reflected some of the gratitude I feel for her understanding treatment at that stage of my career. Ever anxious for the professional advancement of her staff, she gave me—as she gave others—every opportunity to test my ability by sampling a variety of library duties. After I left the University of Tennessee Library I was still conscious of her interest in my accomplishments. I am sure all who have worked for her have been aware of this concern for their welfare.

Like so many of the older leaders in our profession, it was by accident rather than intent that Miss Baker became a librarian. Following her graduation from Lincoln University (now Lincoln College) in Illinois in 1900, she went as instructor in Latin and Greek to Missouri Valley College at Marshall. When she found that



MISS BAKER

the school had an unorganized collection of books, she offered to catalog them. Soon her duties as librarian took up so much of her time that she had to give up the teaching of classical languages.

By 1906 she was convinced that library work rather than teaching was to be her career and that for that work she needed further training. She went first to the library school at the University of Illinois and then to New York State Library School, from which she received the B.L.S. degree in 1908.

Her knowledge of languages was put to

good use when she served as head cataloger at Bryn Mawr College from 1908 to 1912, at the University of Missouri from 1912 to 1919, and at the Carnegie Library, Pittsburgh, from 1919 to 1923. While in this last position, she also taught cataloging in the Carnegie Library School.

It was May 3, 1923, that Miss Baker came to the University of Tennessee as head of a library of less than fifty thousand volumes housed in a small building and serviced by a staff of six. She brought to her job a deep conviction of the importance of the college library as a tool for research and she concentrated first on building up the book and periodical collections. In twenty years the book stock was increased to approximately 195,000 volumes.

More books required more space. In 1930 a handsome new building was erected, embodying many of Miss Baker's ideas of efficient and logical arrangement. Before she left that building too was taxed to capacity and the additions provided for in the original plans are badly needed. Meanwhile, the convenience of faculty and students, as well as the need for space, had been met by the establishment of departmental libraries in the colleges of law, engineering, agriculture, and education.

In all the details of library administration, Miss Baker has shown herself to be a meticulous and constructive housekeeper. Without taking from her staff (increased to twenty-two by the time she left) any of the responsibility and authority which was due their positions, she kept a close contact with the details of the library's operation. Her aim was always to build a good foundation for the growth which she hoped for, for her institution.

With the adoption by the Southern Association of Colleges and Secondary

Schools of standards for high school libraries, Miss Baker saw an opportunity for the University of Tennessee to serve the state by training school librarians. In 1928 a department of library science was established, with her as its head.

Professional Activities

Outside her own library Miss Baker was an active participant in every movement for the advancement of libraries on a local, state, and national scale. Her qualities as a leader and organizer were demonstrated as president of the Tennessee Library Association, chairman of the College Section of the Southeastern Library Association, and chairman of the Agricultural Libraries Section of the American Library Association. She worked with the state department of education in every effort to improve library conditions in Tennessee. She was chairman of the committee which tried to get a certification law for librarians, and she was influential in securing the appointment of a state school library supervisor.

In 1937 she published a *List of Tennessee Serials, Together with the Holdings of Tennessee Libraries*.

Though born in Macon County, Ill., Miss Baker was at home in Tennessee. Her ancestors once lived here and her two Confederate grandfathers are buried near Smyrna. Her hobby of investigating family history enriched her leisure hours and added to the university library many choice items on early Tennessee history. She was an active member of the East Tennessee Historical Society.

Since her retirement, Miss Baker has returned to her native state and makes her home in Decatur with her sister, who is also a librarian.

MARTHA L. ELLISON

Appointments to College and University Library Positions

WITH THIS ISSUE *College and Research Libraries* continues to report in full, changes in some of the more responsible positions. The editors are gratified at the interest shown by readers in this new feature, which seems to be all the more welcome in view of the fact that regular meetings are temporarily suspended. They also wish to acknowledge the assistance given by numerous colleagues with a passion for anonymity, who have contributed information, sometimes even the language, which appears below.

Reorganization at Columbia

A new division in the library organization at Columbia was created July 1, embracing various departments, libraries, and reading rooms offering service directly to those who use the libraries. Thomas P. Fleming, who heads up the new division with the title, assistant director, readers' services, has received diversified preparation for these newly-assumed responsibilities. His first experience with organizing, coordinating, and supervising library services came at Western Reserve, where in 1930-32 he was in charge of departmental libraries. Since 1937 he has been medical librarian at the College of Physicians and Surgeons, Columbia, where he has met library needs of a large and active body of scholars and their students with understanding and imagination. In so doing he has tied in the services of the medical library with the services of the library system of the university as a whole and has met other problems of daily library

administration with a brand of energy and vision which are among the marks of library statesmanship.

He has devoted considerable thought to the development of library resources to support instruction and research. His experience as head of the order and binding department at the University of Minnesota Library, 1932-37, supplemented by later experience at the College of Physicians and Surgeons and as chairman of A.L.A. committees concerned with library resources, made his selection in 1941 as chairman of the Joint Committee on Importations as logical as it has proved wise. He is currently assisting with the republication program of the Alien Property Custodian. Other professional activities have included teaching, in the area of bibliography and reference, at Minnesota and Columbia; writings on professional subjects; and membership on the survey staff of the Army Medical Library, which completed its work early in 1944. This spring he was elected to membership on the A.L.A. Executive Board.

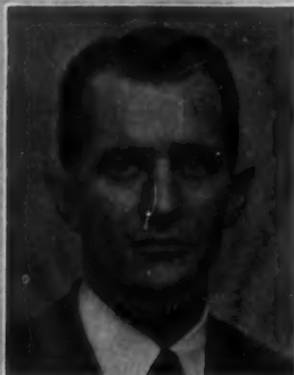
Maurice F. Tauber was appointed to the position of assistant director, technical services, Columbia University Libraries, as of Sept. 1, 1944. He comes from the University of Chicago Libraries, where he advanced from head of the catalog division in 1941 to chief of a newly-organized preparations department in 1942. At Chicago he contributed to the reorganization of cataloging procedures, simplification of cataloging practices, and coordination of routines among the various

WARD G. FREEHAFER
Assistant Librarian
Brown University

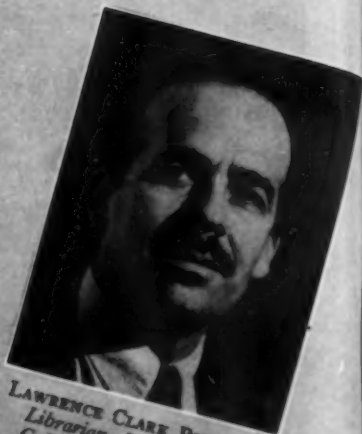


JOHN H. MORIARTY
Director of Libraries
Purdue University

MAURICE F. TAUB
Assistant Director
Technical Services
Columbia University
Libraries



WILLIAM H. JESSE
Librarian and Professor
of Bibliography
University of Tennessee



LAWRENCE CLARK POWELL
Librarian, University of
California at Los Angeles



LYDIA M. GOODING
Acting Librarian
Mount Holyoke College

THOMAS P. FLEMING
Assistant Director:
Readers' Services
Columbia University
Libraries



ESTHER GREENE
Librarian
Barnard College
Columbia University



H. G. BOUSFIELD
Librarian
Brooklyn College

W. STANLEY HOOLE
Director of Library
University of Alabama



technical units. At the same time he was instructor in the graduate library school, being promoted to assistant professor in 1944. While in charge of graduate research in the area of technical operations, he sponsored a series of studies relating to subject headings in various types of libraries and to the field of centralized and cooperative cataloging. His earlier experience was as research assistant in the graduate library school, 1939-41, during which time he worked on a manuscript, "The University Library," in collaboration with Louis R. Wilson, dean emeritus. The manuscript has been accepted for publication by the University of Chicago Press. In order to get data for the volume, he visited forty-four university libraries in the United States.

Before going to Chicago, Dr. Tauber held various positions from 1927-38 in Temple University Library, organizing and serving as head of the catalog department and superintendent of binding from 1935 until 1938, when he was awarded an American Library Association fellowship to the graduate library school. His contributions have been primarily in the area of cataloging and classification, but he has been interested in all aspects of college and university library service, with special emphasis on administration and organization, bibliography, bookbinding, cooperative cataloging, personnel problems, union catalogs, and uses of microphotography. He has been active in local, regional, and national library organizations.

Purdue

John H. Moriarty goes to Purdue as director of university libraries with a rich background of teaching experience, seven years of experience in business, public re-

lations, and supervisory positions, and library experience reaching back through the Engineering Societies Library in New York and the Technology Division of the Queens Borough Public Library to grammar school days. As librarian at Cooper Union (1935-39), he built up a professionally trained staff and unified the library's services, at the same time teaching in the social philosophy department there and also in the School of Library Service, Columbia University, where he carried courses in government publications and in reference and bibliographical method. As assistant to the director of libraries at Columbia (1939-41), he was concerned particularly with adjusting acquisition processes to central responsibility, with improved accounting methods, and with achieving consistency and codification of cataloging practices. At the Library of Congress (1941-44), first as chief of the Accessions Division and, following the reorganization, as assistant director of the Acquisitions Department, he was responsible for improving and expediting the normal acquisition and recording procedures, centralizing the receipt of all materials, and establishing a new serial record division. In addition, he shared in the unusual and exacting task of securing foreign, including enemy, publications at their source and assuring their safe and speedy arrival in this country. By modifying conventional procedures and ingeniously devising new measures, a committee of which he was a member has been able to maintain a continued flow, from all parts of the world and in surprising volume, of material which is of inestimable value to government agencies in wartime.

To his new post Mr. Moriarty will take an interest and advanced preparation in

history and social studies, experience with scientific and technical material, knowledge of organization and of library techniques, versatility in meeting new situations, and success in the acquisition and effective use of books and personnel.

Tennessee

Upon leaving Columbia's School of Library Service William H. Jesse went to Brown University to assist Henry B. Van Hoesen, librarian, and President Wriston in a concentrated effort to make the Brown library a more integral part of the student program. The form of service utilized was the divisional plan, also being inaugurated at the University of Colorado at the same time. He left Brown University to accept the position of assistant director of libraries at the University of Nebraska during the period of building construction and service planning for the new library. In January 1943 he accepted a war service appointment at the U.S. Department of Agriculture Library to organize the reference services along lines adequate to meet the great increase in reference and bibliographical demands made upon that library due to the department's war program. His most absorbing interest has been in divisional organization of university library services. In addition to having assisted in organizing divisional planning in the libraries already mentioned, he has for several years been chairman of an A.C.R.L. subcommittee appointed to study the educational aspects of this type of service.

Alabama

W. Stanley Hoole, born and reared in South Carolina, pursued his education at four institutions. From Wafford College he received his A.B. and A.M. degrees, as

well as honorary Phi Beta Kappa distinction. From North Texas State Teachers College he received his library degree and from Duke University his Ph.D. in American literature in 1934. To this preparation he has added a year's study in the Graduate Library School of the University of Chicago as a General Education Board fellow.

As librarian he has held three positions: Birmingham-Southern College, 1935-37; Baylor University, 1937-39; and North Texas State Teachers College, 1939-44.

Dr. Hoole has published numerous articles in library and education journals. To these should be added the monograph on *Charleston Periodicals* (Duke University Press, 1936) and the editing of *North Texas Regional Union List of Serials*, 1944. At present he is preparing a volume on *The Ante-Bellum Charleston Theatre*. This is a project undertaken on a Rockefeller Foundation grant.

At North Texas State Teachers College Dr. Hoole distinguished himself during the past five years: in building up its library resources from 88,000 to 145,000 volumes; in seeing the library budget increase from \$15,000 to close to \$28,000; in reorganizing the internal administration of the library; in installing an effective book bindery, microphotographic department, and separate music library; and in aiding in the survey of the north Texas regional libraries.

The newly appointed librarian of the University of Alabama is, in brief, a man with sound academic and technical training, who is alert, progressive, an efficient administrator, and an able writer.

Mt. Holyoke

Lydia M. Gooding became acting librarian of Mount Holyoke College on

August 1. Her broad professional experience has included positions in several college and university libraries and in three library schools. She has served as cataloger and chief classifier at Princeton University, librarian of Dickinson College, and librarian of the medical school of Syracuse University. As a teacher she has been associated with the library schools of Emory University, where she was acting dean in 1935-36, Syracuse University, and Columbia University. During the two years before she assumed her present position she served as assistant to the dean of the School of Library Service, Columbia University, in charge of the school's placement program. She also taught courses in college and university library service and in bibliography and reference. Miss Gooding's versatility and adaptability are evidenced by the wide variety of positions she has held. One of her outstanding qualities as director of placement and as a teacher has been her sympathetic understanding of the personal and professional interests of her students. As a college librarian she has been particularly alert to the library's opportunities and responsibilities for the stimulation and promotion of the general reading of college students. With her firsthand acquaintance with the role of the library in instruction, with the thorough study she has made of college libraries and with an ample fund of actual administrative experience to draw upon, Mount Holyoke can expect the same high quality of library service it has come to accept as standard through the energetic leadership of Flora B. Ludington, who is on leave.

Barnard College

Esther Greene has been appointed librarian of Barnard College, Columbia

University. She is a graduate of Grinnell College, Iowa, and of Simmons College, Boston, and a member of Phi Beta Kappa. She has also studied at the University of Chicago, Western Reserve, and Columbia. She has specialized professionally in work with children and young people. She has been notably successful in developing, with the cooperation of teachers and parents, the educational functions and possibilities of librarianship. She has been children's librarian in the public library system of Cleveland and organized the library of the Park School, Cleveland Heights, a progressive school for children from pre-school through ninth grade. Until recently she was head of the Children's Department of the New Rochelle, N.Y., Public Library. On two occasions she has served as a member of the Newbery Award Committee for the best children's book of the year. In 1941-42 she acted as secretary of the Public Library Section for Work with Children and Young People of the A.L.A. Division of Libraries for Children and Young People. Since 1943 she has been assistant director, field service, of the National Federation of Business and Professional Women's Clubs, organizing membership campaigns and reading and lecture programs for women's groups throughout the United States.

Brooklyn College

After holding responsible positions in a large urban university and a large state university library, Humphrey G. Bousfield becomes chief librarian on Sept. 1, 1944, of Brooklyn College, New York City. Professionally Mr. Bousfield grew up in the New York University Library system, starting as a student assistant in 1923 and by successive steps becoming assistant librarian of the Washington

Square Library, largest of the six libraries in the organization. Working under adverse building conditions, he set up an efficient lending and reference service for one of the largest university student bodies in the country, with an annual circulation of three quarters of a million volumes. In his fourteen years in this position Mr. Bousfield dealt ably with perhaps the most diverse group of students and faculty members to be found in any American university and was noted for his excellent personal relations with the library's clientele.

This background of experience was ideal preparation for Mr. Bousfield's next position when he became associate librarian at the University of Illinois in 1943. There, again, his primary responsibility has been to direct public services—general circulation and reference and about two dozen departmental libraries. Among his outstanding accomplishments for the past year has been a revision of the system of faculty loans, diplomatically solving a problem troubling many college and university libraries by submitting a plan for definite instead of indefinite loan periods to faculty members. Other achievements were guidance of the establishment of departmental libraries for maps and music, beginning a campus delivery system of books for faculty members, preparation of a handbook of the library's public service divisions, and a general coordination of the departmental library organization.

With Charles H. Brown, Mr. Bousfield is coauthor of *Circulation Work in College and University Libraries*, the standard book in this field and a work which expresses the philosophy of wide reading held by both writers.

U.C.L.A.

Lawrence Clark Powell became li-

brarian of the University Library at the University of California in Los Angeles on July 1. He will continue as director of the William Andrews Clark Library, to which he was appointed Jan. 1, 1944. Dr. Powell brings to his new post a varied background of training and experience. After working as a professional musician while securing his A.B. at Occidental College, he worked at Vroman's Bookstore in Pasadena, then crossed the Atlantic to take his doctorate in the field of Anglo-American literature at the University of Dijon. Returning to this country, he spent two years as cataloger for Jake Zeitlin's Bookstore, also doing editorial and promotional work for western publishers, and studied for the library certificate at the University of California before entering the library profession as an assistant in accessions and branches at the Los Angeles Public Library. In 1938 he went to the University of California as assistant in accessions and in charge of exhibitions, a position which involved considerable responsibility for public relations. His point of view is that a university library is properly "the dynamic heart of a great democratic institution," but that nevertheless the responsibility of the university library is not bounded by the four walls of the local campus. He possesses an active pen, as his writings in the fields of literature, history, and bibliography bear witness. His formal library training is thus supplemented by personal experiences which supply useful insight into the library problems of the scholar and the writer.

Brown

Edward Geier Freehafer returns to his alma mater, Brown University, as assistant librarian after twelve years of varied and distinguished service, including

eight years of administrative work in the Reference Department of the New York Public Library. Upon completing his library school course at Columbia he entered the New York Public Library's Economics Division, long known to have one of the outstanding economics and documents collections in the country. Advancing rapidly, he took over within four years the pivotal job of general assistant in charge of the director's office. It was a position which required particular attention to personnel and general administrative problems, as well as the correspondence and official records of the library. He managed this difficult job with great tact and intelligence, and in 1941 was assigned to the duty of unifying the local history and genealogy and American history divisions, of which he became chief. The combined research collections under his direction

there numbered about 170,000 books and pamphlets. His main objectives in this position were to coordinate the personnel and administration of the former divisions, to strengthen the collections, and to improve the service to readers. While still engaged in this work an emergency in the acquisition division made it necessary for him to take over the division's administrative duties. During the succeeding two and a half years he directed the expenditure of more than three hundred thousand dollars for books and for the thirty-seven thousand serials currently received by the reference department. He reorganized the acquisition division and placed it on a business basis. In addition to his regular administrative duties he was active on committees formulating acquisition policies and classifying the staff of the reference department.

Asa Don Dickinson

(Continued from page 358)

was at stake, he was ready. He held his devastating fire to the last and always emerged the victor.

He does not care for mechanical devices and will never ride when his destination is within walking distance. His family and home, with garden, good books, and a dog, are the real center of his life. He is moving back to his old home in Swarthmore to enjoy them all to the fullest.

President Harry D. Gideonse, of Brooklyn College, speaking at a tea in honor of Professor Dickinson given by his

colleagues, said:

Professor Dickinson was not only a good builder in the original development of our library in our new buildings here in Flatbush. but he brought to the campus an urbane and broad viewpoint and he became one of the human pillars on which a young college and a young faculty could rely for strength and for perspective. Every inch a gentleman and a scholar in the best traditional sense of the term, he was an influence in the building of the type of tradition that should be the unique contribution of a large liberal arts college.

CHARLES F. GOSNELL

Review Articles

History of Libraries

Handbuch der Bibliothekswissenschaft, Vol. III: *Geschichte der Bibliotheken*. Edited by Fritz Milkau and Georg Leyh. Otto Harrassowitz, 1940. xxiii, 1051p.

After a delay of over seven years the third and final volume of the *Handbuch der Bibliothekswissenschaft* has been completed. The general editor, the late Fritz Milkau, did not live to see its completion, and the final job of revision was done by Georg Leyh of Tübingen. However, as Leyh points out in the introduction, it was not only Milkau's inspiration that made the ultimate completion of the work possible but also, above all, his own contributions to the field of library history. His history of the Breslau library was a model of its kind, and his essay in the Friedrich Schmidt-Ott homage volume on the last half century of library history was basic from the standpoint of both method and factual content.

Leyh's introductory essay describing the genesis of the third volume of the *Handbuch* and setting forth a kind of affidavit of justification for the study of library history is well worth careful study. It is full of suggestions as to possible future directions in the investigation of library history, and, in a broader sense, it is a confession of faith in librarianship. To emphasize the value of the study of library history he quotes Milkau, who was equally successful as a research worker in library science and as an administrator: "If there is any learned profession in which the knowledge of its own history is indispensable, then it is that of the librarian. As no other he lives in traditions, as no other he is fettered by traditions."

Whatever may be the shortcomings of the *Handbuch*, volume three, it fills a sorely needed place in library science. No one since Edwards has attempted a general history of libraries on a large scale, and consequently many aspects of library history have been almost totally neglected. The present vol-

ume, significant as it may be in itself, should be used as a steppingstone on which to build a new discipline of library history. The Germans have done much spadework in the field of library history, and the English have played with and at the subject, but here in America only one scholar (and, unfortunately, he not a librarian), J. W. Thompson, has done serious work in the field. Even the history of individual libraries has been largely neglected except for a few brilliant studies such as those of Lydenberg on the New York public, Spencer on the Chicago public, and Salamanca on the Library of Congress.

Several of the contributors are former pupils of Milkau. All are leading authorities in the fields on which they have written. The contributors, their subjects, and the amount of space devoted to each topic (volume three is, of course, uniform in size with volumes one and two) are as follows:

1. Carl Wendel, director of the University of Halle Library: *Graeco-Roman Antiquity*, p. 1-63.
2. Viktor Burr, a librarian in the University of Tübingen Library: *Byzantine and Arab Libraries*, p. 64-89.
3. Karl Christ, director of the Manuscript Division of the Staatsbibliothek in Berlin: *The Middle Ages*, p. 90-285.
4. Aloys Bömer, director of the University of Münster Library: *From the Renaissance to the Beginning of the Enlightenment*, p. 286-462.
5. George Leyh, director of the University of Tübingen Library: *German Libraries from the Enlightenment to the Present Day*, p. 463-854.
6. Albert Predeek, director of the library of the Technische Hochschule in Berlin-Charlottenburg: *Great Britain and the United States of America*, p. 855-975.
7. Joris Vorstius, counselor in the Staatsbibliothek in Berlin: *Other Civilized Countries*, p. 976-1051.

Leyh states in the introduction that it was part of Milkau's original plan to include a

history of popular libraries (i.e., public libraries in our sense) and that Konstantin Nörrenberg, one of the leaders in the belated German public library movement, was to have written it. The cryptic explanation for its omission, of which no translation will be attempted, is stated thus: "Das Volksbüchereiwesen ist aber nach dem nationalpolitischen Umbruch in eine so lebhafteste Bewegung eingetreten, dass die ältere Arbeit als in den Massstäben überholt sich hier nicht mehr einfügen wollte." (p. xvi).

On p. xvi Leyh explains the organization of the work and the relative amount of space devoted to each subject. He points out that the greatest emphasis was purposely laid on medieval, Renaissance, and modern German, British, and American libraries. However much we might have wished to see a monumental treatment of libraries in classical Greece and Rome or a more extensive discussion of modern French and Italian libraries, it must be conceded that the emphasis is correctly distributed in order to keep the volume within reasonable bounds. The omission of pre-Hellenic libraries is condoned inasmuch as it is the purpose of the volume to show the direct continuity of the history of the care of books as it is practiced in the modern Occident. However, it is most regrettable that there was a complete omission of any reference to Jewish libraries, especially in medieval times. After S. K. Padover's disappointing essay on medieval Jewish libraries in *The Medieval Library*, it might have been expected that this subject, so worthy of adequate treatment, would have fared better at the hands of the editors of the *Handbuch*. But possibly if they had included it, then the *Sicherheitsdienst* would have allowed us to have none of the *Handbuch*, volume three. Still, until some scholar equal to the task gives us a complete picture of Jewish libraries, the history of libraries will continue to suffer from one of its most troublesome lacunae.

The task of the historian of Greek and Roman libraries has been made considerably easier by the excellent bibliography of Teggart (*Library Journal* 24 (1899), 5-12, 57-59) and Gomoll's continuation covering the

period 1899-1938 (*Buch und Schrift* N.F. I (1938), 96-105). However, neither Wendell nor Thompson has said the last word on this subject. This field is worthy of a volume comparable in scope to *The Medieval Library*. Whoever undertakes the job will need a classical background at least equal to Wendel's, and preferably it should be undertaken by a commission of outstanding classical scholars. Wendel's work should give a good start toward the realization of this ambitious project, and in all fairness it must be admitted that one can hardly ask more of a *Handbuch* article. Wendel, like most German classicists, is at his best on the subject of Pergamon. His notes on the library founded by Attalos I and his successors represent an important original contribution. Another highlight in his essay is his treatment of early Christian libraries. In one respect these libraries are even more important than ancient libraries, for those rare souls among the early fathers who saw the beauties of heathen literature and were willing to tolerate it in their libraries deserve our profound gratitude for their part in its preservation.

The problem of Byzantine library history is a more difficult one. Some thoroughly capable Byzantinists even question the wisdom of attempting a history of Byzantine libraries on the grounds of the paucity of archaeological evidence and the destruction of so much valuable source material by fire and iconoclasm. Viktor Burr has given us essentially the same type of thing that S. K. Padover and Isabella Stone contributed to *The Medieval Library*, and it appears to be the best foundation yet laid for anyone who will make so bold as to attempt the definitive history of Byzantine libraries. But if Aeneas Sylvius called medieval Constantinople "fons musarum," no one can deny the importance of Byzantine libraries and the need for further investigation.

The six pages into which Burr jams the history of Arab libraries is unworthy of the scale on which the *Handbuch* is conceived. Yet it is a good encyclopedia article, and the general reader in library history will do well to follow it rather than Padover's essay

in *The Medieval Library*. What is really needed is a study which not only looks beyond Muslim culture as a mere vehicle for the preservation of certain aspects of ancient Greek civilization but also recognizes the true greatness of the Arabs as productive literary men, scholars, and preservers of the written word. Ruth Stelhorn Mackensen's brilliant series of articles on "Arabic Books and Libraries in the Umayyad Period," published between 1936 and 1939 in *The American Journal of Semitic Languages and Literatures*, is a good beginning for the systematic, exhaustive investigation of Arab libraries and librarianship.

The Medieval Library

One of the best contributions to the third volume of the *Handbuch* is Christ's essay on the medieval library. Here for the first time we have a complete, coherent picture of the medieval library, and not since J. W. Clark's *The Care of Books* has there been such a generally valid treatment of this subject. It is true that medieval western European libraries are far easier to investigate than classical, Muslim, Jewish, or Byzantine libraries, especially in view of the fact that many of them tie directly into the history of modern libraries. Thus it is due to no paucity or inaccessibility of source material that there has hitherto been no adequate description of medieval libraries. The facts are merely that Christ has a broader acquaintance with his sources and a fuller comprehension of the significance of his subject than any of his predecessors.

In getting at the basis of his problem Christ lays appropriate emphasis on the importance of the libraries of the monastic foundations, each of which he considers individually in the various periods into which his essay is divided. His own studies of the Fulda library published over a decade ago give him a peculiar advantage in this respect. He shows very clearly how the entire cultural history of western Europe prior to the founding of the universities centers around the monastic foundations and how, in turn, their history is largely the history of their libraries. Again, such great figures as Columba, Lupus, and Gerbert are

given full credit for their contributions to the preservation of literature, and we see that the history of medieval libraries is not merely institutional history. In addition to his discussion of the universities and their role in the care of books in the later Middle Ages, Christ gives a useful outline of the activities of private collectors, chiefly princes.

Renaissance and Reformation Libraries

Aloys Bömer has handled his section on Renaissance and Reformation libraries fully as well as Christ and Leyh handled their respective sections. Although the sixteenth and seventeenth centuries mark the beginnings of the institutional history of modern libraries, it is a difficult period to discuss because the issues are so frequently clouded by confiscation, suppression, and unstable administration. In addition, it should be remembered that perhaps more than in any other period the libraries of the fifteenth through the seventeenth centuries were influenced by the great political, intellectual, and religious movements of the day. Bömer has given an exact interpretation to the significance of Renaissance, Reformation, Humanism, Counter-Reformation, and Absolutism for the history of libraries. He is well versed in the history of science and scholarship in general, without which knowledge it is difficult to understand fully the background of the Hartmann Schedel or Willibald Pirckheimer collections or the beginnings of the Cracow University Library.

Bömer considers the library history of each country separately under the three headings of Renaissance and Humanism, Reformation, and Counter-Reformation to Enlightenment. No account of England and America is given here, inasmuch as that was left for Predeek. His bibliographical footnotes are somewhat scantier than are those in other sections of the book, but this may well be attributed to a careful choice made from the great wealth of material which is available. In general he has illustrated his text with enough citations to the key works, which will usually offer an introduction to an entire subject. What is now needed is

the source book of library history once proposed by Ferdinand Eichler.

German Libraries

Leyh's essay on German libraries from the Enlightenment to modern times occupies more space than any other section of the book. The same careful, exact scholarship that has characterized Leyh's other work lends a maximum value to this essay. Although the German university library of the nineteenth century was the workshop for the founders of modern science, this is the first detailed treatment of the subject. Leyh's long years of experience as an administrator of a great German research library give his work added authority, inasmuch as he himself has played a leading role in many of the movements he describes. Unfortunately, he shows undue (and unjustified) enthusiasm in welcoming the libraries of Posen and Reichenberg into the V.D.B. in his treatment of the most recent events in German library history.

The section on German libraries from 1870 to the present is a valuable model for American librarians who are interested in trends in research libraries. There are literally hundreds of problems which the German university and research libraries have met and solved or outgrown but which are still burning issues of the day in the United States. If our research library administrators will take the trouble to read this one relatively brief section, we will be able to save ourselves considerable grief and find many short cuts. For example, Leyh's comments on training for librarianship and his historical presentation of the problem can be of great value to American library schools, particularly the larger ones.

Predeek's history of British and American libraries should be required reading for every librarian in the United States, as much as Munthe's much discussed book of a few years back. Predeek's work is neither as comprehensive nor as fundamental as Leyh's corresponding treatment of German libraries, but it is sound and virtually unique. The three quarters of a century old work of Edwards and the half century old work of Savage (and very brief at that) are about

the only general material which we have in English on the history of libraries in Anglo-Saxon countries.

Predeek was well qualified for his work. After visiting America and working in some of our greatest libraries, he devoted several years to a study of the historical aspects of British and American libraries. His sources are all secondary, and yet he has done more with these sources than we in America have done with all of our rich archival material and, above all, the availability of many men still living who were the real founders of our great research libraries. To be sure, there have been valuable contributions to limited aspects of the subject by Ditzion, Shera, Shores, Cole, Walter, and a few others, as well as two or three good histories of individual libraries, but there has as yet been no concerted effort by one individual or one institution to approach the subject systematically. Predeek has pointed the way for us, and, in justice to ourselves, we can hardly afford to neglect much longer the history of libraries in the United States.

The present reviewer's forthcoming translation of Predeek's essay is not intended to be a textbook or a reference book. It is intended merely to be a guide to further research in the field. Some errors in the bibliographical references in the original have been corrected in the translation, and it is hoped that Predeek himself will have the opportunity to add corrections from his own *Handexemplar* before the translation is printed at the conclusion of the war.

The last section of the *Handbuch*, volume three, by Joris Vorstius, dealing with the last two centuries of library history in countries other than Britain, America, and Germany, is readable and accurate, but actually it amounts to little more than the Library Association *Survey* or Esdaile's two volumes on the great libraries of the world. It is unfortunate that more space was not allowed for French libraries in particular. We might have wished for more information on Soviet and Latin American libraries in view of possible interests in postwar years. Still, there is no doubt but that the puffing, unreliable statistics on Russian libraries make the job of adequate description a difficult

one. Likewise the relative poverty and primitive administration of Latin American libraries make the page and a half devoted to them about all they deserve. It might be noted, however, that some attention could be paid to the numerous excellent private collections in the various Latin American capitals. A student of Mexican history using Father Mariano Cuevas' admirable private collection could accomplish slightly more than he could in the Biblioteca Nacional and slightly less than he could in the Bancroft Library. However, Vorstius has done a good job within the limits of the space allotted to him, and, after all, it is the task of librarians in Finland, Portugal, or Japan to write the history of their own institutions.

Documentation in this volume of the *Handbuch* is uniformly satisfactory, although no attempt is made to give complete bibliographies. However, enough is given on all topics to provide a good start to anyone interested in more detailed investigations of any given subject. Most of the

errors in the bibliographical notes are due to excessive brevity of citation rather than to any gross carelessness. Evidently the volume began going to press in late 1938 or early 1939, since virtually no references are made to research published at a later date.

Like the other volumes of the *Handbuch*, the *Geschichte der Bibliotheken* suffers badly for the lack of an index. While the excellent analytical tables of contents of all three volumes compensate in some small degree for this fault, it might be conservatively stated that the usefulness of the set would be increased 25 per cent by good indices. It would be a pious work for some library school class in indexing to undertake this job as a term exercise.

Harrassowitz risked shipping only a few copies to the United States before Pearl Harbor. The only copies located thus far are in the Brooklyn Public Library and the Graduate Library School of the University of Chicago.—Lawrence S. Thompson, University of North Carolina, Chapel Hill.

Administration and Finance

The Administration of the American Public Library. E. W. McDiarmid and John McDiarmid. American Library Association and University of Illinois Press, 1943. 250p.

Public Library Finance and Accounting. Edward Allen Wight. American Library Association, 1943. 137p.

Judging from their titles it would seem at first glance that these two works are of no special interest to those concerned with college and reference libraries. Wight's work is a study chiefly of municipally controlled public libraries. The volume representing the joint work of the brothers McDiarmid is a study of 315 municipal libraries whose staffs range in size from ten persons to three hundred or more. Privately endowed libraries are excluded. Municipally controlled universities excepted, it would appear that the material in these two volumes would not directly apply to college and reference libraries. Further examination, however,

brings out the fact that the works under review contain many useful statements and suggestions applicable to libraries of any type.

There is no difficulty in finding quickly in the work of the McDiarmids pertinent suggestions. After each subject discussed there are specific recommendations clearly set out in paragraph form. The place of the board and its committees in the library management and questions of what duties should be left by the board to the librarian, are admirably treated. There is a discussion of lay groups, including Friends of the Library. Particularly useful are the chapters dealing with the duties of the librarian and his assistants and the pros and cons of departmentalization in larger and medium-sized libraries. Organization charts are suggested for libraries of both types. Sensible broad principles of practice are recommended, with which no one will quarrel, to be applied as circumstances dictate.

Financial management, including practical suggestions for budget preparation, receives

adequate attention. Fully treated are problems of personnel management, including selection, records, classification, and the training of new staff members. Proper retirement plans are discussed.

Questions of staff organization and meetings and other coordinating devices are reviewed, and formal recommendations of policy are suggested.

Mr. Wight's book dealing with library finance and accounting is a useful contribution to the subject. Sources of revenue are discussed, including state and federal aid, and methods are suggested for the proper building and operation of the budget. The book concludes with two chapters on library accounting. The latter of these is a distinct

contribution to the sparse literature on library cost accounting, a subject likely to receive more attention in the future.

These two volumes are valuable additions to the growing list of reference manuals on specific library problems. They will serve the administrator as conveniences. They should be especially useful to teachers in library schools. Both volumes contain selected bibliographies. Mr. Wight's work has, as a supplement, a glossary of accounting terminology.—*Robert J. Usher,¹ Howard-Tilton Memorial Library, Tulane University, New Orleans.*

¹ Mr. Usher died on August 3, after his review of the McDiarmid and Wight books had been set in type for inclusion in this issue of *College and Research Libraries*.

Classics of The Western World

Classics of the Western World. Alan Wil-
lard Brown and members of the faculty
of Columbia College, editors. With a
foreword by John Erskine. Third edition,
completely revised and rewritten. 145p.
Chicago, American Library Association,
1943.

The extensive interest of recent years in "the great books" may account for the preparation of a new edition of the Columbia University list which for some twenty-five years had served the purposes of the undergraduate honors course of that university. It is gratifying to the compilers to observe that it was this list, in turn, which occasioned so much public interest in "the one hundred great books" and in other enumerations and selections. The greatest advertisement of these *laureati* came from St. John's College of Annapolis, where they were made (with many additions and omissions) the substance of the course of study. St. John's makes revisions at will, which means, so far, quite frequently. Considering the purposes of the Columbia Colloquium, as the honors course is now styled, and the further purpose of the compilers to serve the intellectual public, we can readily understand that alterations of previous curricula would become desirable.

It was the leading purpose of earlier editions of this bibliography to enlarge "the pleasure of reading." The present edition does not employ this phrase but in its place are the expressions, "the formation of a good man and a wise citizen," "voluntary self-education," "the preservation and understanding of our democratic heritage," "the layman of eager mind who desires to know the nature, tone, and quality of our intellectual tradition," and others which indicate that liberal education by way of private reading is now the uppermost concern. However, we find here "very few of the major contributions to pure science" as well as "many omissions among historians and writers on political economy," not to speak of the "serious limitations" upon the competency of the scholars—of whom there are eight—who, we are surprised to read, dictated the exclusion of all works of the Orient and of Latin America. Only the excessive modesty of this, let us suppose, is a match for the supposition that these learned men are unacquainted with Lao-Tse, the Bhagavad-Gita, the Upanishads, or with the Latin American writers whom they would rank with the immortals. In the event they did not have the cooperation of the departments at Columbia which study the Orient and Latin America, why did they not apply

themselves, guided by the same prescription which this volume offers to "the layman of eager mind," and find out what they needed to know about the literature of these other lands? They had the warrant of John Erskine, in his graceful preface still happily carried from the previous editions, that even without an introductory study any reader can discover and enjoy the substance of great books, provided they are not of a highly specialized scientific character.

This edition like those before gives first the title or titles which are considered most available from each of the chosen authors, then gives the secondary titles, and lastly a critical bibliography, brought up to date, of the literature on each author is provided. Sixty-five authors are added, while nine of those previously chosen have been dropped, and the total number of authorships now is about 150. The following were dropped: Petrarch, Leonardo, Grotius, Newton, Bentham, Malthus, Pasteur, Galton, Tolstoy. They might be said to have made room for these: Samuel Richardson, Byron (ten titles!), Leopardi, Hugo, Berlioz the composer, Gogol, Whitman, Henry George, and Bernard Shaw. Some other additions are: Demosthenes, Plautus, Terence, Caesar, Catullus, Livy, Seneca, Petronius, Tacitus, Boethius, Abelard and Heloise, Saint Bonaventure, Luther, Calvin, Hooker, Ben Jonson, Sir Thomas Browne, Smollett, Lessing, Burke, Boswell, Blake, Wordsworth, Coleridge, Pushkin, Newman, Emerson, Hawthorne, Melville, Mark Twain, Henry James, Arnold, Meredith, Samuel Butler, Turgenev, Chekhov, Bergson, Proust, Joyce.

Professor Erskine's preface remarks that while the reader "will think of many titles which to him seem to deserve a place here or which seem more important than some of the titles here given . . . there is no reason why all points of view and all shades of taste should be included." However, the reader will also think that a restrictive point of view should be acknowledged and justified, where the purpose is so broad as it is in this library. These are the classics of the Western World, we are to understand, rather than of eight of the staff of Columbia. Unless good reasons are given—and we

might say exceptional if not original reasons—we are not likely to understand the inclusion of *Pamela* among the classics when *Tristram Shandy*, with the rest of its author's work, is left out; or that of Turgenev (and Gogol) when Manzoni is not admitted; or the preference of Byron and Whitman to Keats and Browning (as well as to Shelley and Hopkins, to name two others). The most lucid intellect of today in fields the most difficult and one possessed of great originality and much artistry—Bertrand Russell—finds no place here except in the mention of one or two of his minor writings, while the celebrated doctor of the "libido," S. Freud, is allowed more than a page. F. H. Bradley is not mentioned, though it would be difficult to name ten men equal to him, in brilliance, depth, or ingenuity of style, in all of English literature. C. M. Doughty, whose style was as enchanting as his subject matter, is not mentioned. Others will come to mind, as Professor Erskine anticipates. On the other hand, the addition of many names which must have been missed before, will gratify serious users of the list. Some examples: Leibniz, Marlowe, Schiller, Stendhal, Flaubert (how were these ever omitted?); also Lope de Vega, Donne, Meredith (eleven titles), and Thoreau (but not his fascinating *Week on the Concord and Merrimack Rivers*).

Changes Within Authors' Works

We notice a great many changes of judgment concerning the merits of a given author's works during the interval between the last edition of this compilation and the edition now published. The selections from Plato, for example, gave first place to the *Symposium* before, whereas that rank now goes, surprisingly, to the *Apology*, and three additional works are given precedence over the *Symposium*. Of Sophocles the *Oedipus Tyrannus* was formerly the highest in esteem but now it is omitted and the *Antigone* stands first. The book of Amos, in the Old Testament, has advanced from ninth rank to second, while some other books that were formerly recommended and also some of the Psalms, are not cited in the present edition.

Shakespeare's *Hamlet*, which was eighth in favor among his works before, is now first. Formerly *Pere Goriot* was thought the first of Balzac's works, while now it has fallen from favor entirely, not appearing in the new selections at all. Many other reversals of judgment will be noticed. No explanation of this is found. The student, and especially one who was without the benefit of instruction, might be seriously perplexed if he were using an earlier edition and happened to discover the changes in the new one. He would not be reassured, we may surmise, were he to hear from eminent critical authority, or to discover for himself, that *Henry Esmond* is much above *Vanity Fair* in the novelist's art, yet found the reverse consistently pronounced in the several editions of this catalog.

Persons who have the most use for a handy guide to literature will find little to dissuade them in discrepancies like these. Although the editors reject the aim of quick and easy education, it is probably the individual in search of just that who most often turns to aids of this kind. Nowadays this individual frequently holds a college degree. If it is a liberal arts degree, he ought to know enough about great authors to make his own selections, but President Hutchins has stated that a youth can now pass through college and acquire a degree without having read a single great book understandingly. This is not because he lacks time—what else is his time for? He has time to acquaint himself well with one important book for each semester hour of serious college study, or, conservatively, about one hundred books during a four-year course. That "new programs" should have to be introduced to accomplish this; that it should be regarded as something remark-

able, even revolutionary; that it should become a matter of controversy, with the largest party resolutely opposing it—such is a sign of something seriously wrong with college education. The shortcoming of the college is indicated by the desire of some, after the romance of the campus, for reading courses and for trustworthy selections which will answer to the aspirations of an active spirit. Many lists have been prepared, from the ten books which newspaper gossipers are fond of selecting in the event of their banishment to a deserted island, to the nine hundred or more titles of *Everyman's Library*.

Advantage of List

The advantage of the revised Columbia list, no doubt, is its suitability to persons who have an eager mind and a literary sense, without necessarily having technological or scientific training, plus the inclusion of many books and essays expounding and critically appraising the chosen works. It is possible for a reader to question, on good grounds, the omission of this or that critique in favor of some other, and the same might be said of some of the translations of the texts. If he is a student of Aeschylus or Leibniz, for example, he may disagree in the one case concerning the translations and in the other concerning the commentaries, while if he should be a disciple of C. S. Peirce, he might justly complain that there is no longer any reason for tolerating the printer's misspelling of the name of one of our acutest authors. These minutiae apart, he will find this an instructive handbook, opening treasures for a lifetime.—*Peter A. Carmichael, Professor of Philosophy, Louisiana State University, Baton Rouge.*

East

The Thomas Jefferson papers in the Library of Congress

have been microfilmed and positive copies are available upon application to the library at \$425 a set. There are in the collection 236 folio volumes totaling sixty-five thousand pages. Copied, the papers have been reduced to eighty reels of one hundred feet each.

The Widener Library of Harvard University has received as a gift from Mrs. Widener Dixon and George C. Widener a fine copy of the Gutenberg Bible.

At a three-day meeting of New England college librarians, June 10-12, there was discussion about professional training and recruiting, future possibilities of microprint, proposal for a division of responsibility among libraries, economies in cataloging, and Friends of the Library organizations. The meetings were held at Wellesley College.

Yale University Library has received twenty-two manuscripts of classical and medieval authors, ranging from the end of the thirteenth to the end of the fifteenth century. They came as a gift from Mrs. David Wagstaff. Among them are seven manuscripts of Cicero, two of Seneca, and an *opera omnia* of Caesar.

The officers of Composite Squadron 10, Air Force, United States Pacific Fleet, have given to the Yale University Library \$100 in memory of their fellow officer, Ensign Hovey Seymour, U.S.N.R., Yale 1942. Because of his outstanding athletic record as an undergraduate, the officers expressed a wish that their gift be spent for the purchase of books on athletics for the undergraduate reading room.

The William Lyon Phelps Memorial Fund, which will continue the influence of Professor Phelps at Yale by the pur-

News from

chase of books of modern writers, now amounts to \$20,107.

Supplement II of the *Union List of Microfilms* has been issued by the Philadelphia Bibliographical Center. It lists 3688 items on about 300 pages and brings the total films reported to 11,874. The supplement is priced at \$3.75, with a 20 per cent discount to libraries which have reported their film holdings.

The University of Pennsylvania Library has added one of the outstanding Walt Whitman collections of the country. It is known as the Sprague Collection and consists of books, pamphlets, autograph letters, paintings, etchings, and medals. It was at one time on exhibit in the Library of Congress.

The Drexel Institute Library, through a gift from the Carnegie Corporation, was able to purchase a total of 1800 volumes on Latin America and in the fields of science and technology and for general undergraduate reading in the period from 1941 to 1945.

A Friends of the Library group of the John Carter Brown Library, Lawrence C. Wroth, librarian, was organized in January 1944.

South

The Union Library Catalog of the Atlanta-Athens

area, which was begun in February 1940 as a project of the University Center of Atlanta, has been giving service to that area since February 1943. The libraries comprising the center are Agnes Scott College, Atlanta Art Association, Columbia Theological Seminary, Emory University, Georgia School of Technology,

the field

and the University of Georgia. Fourteen other libraries in the area have cooperated in the union catalog. The catalog, copies of which are available at the University of Georgia Library and Emory University Library, contains approximately 222,000 entries representing more than 670,000 volumes.

The William Knox Chandler collection of eighteenth-century literary criticism has been presented to the Joint University Libraries by three Vanderbilt alumni. The library was built up by the late Dr. Chandler, of Vanderbilt, and consists of fine editions of English poetry and prose of the eighteenth century, English and Scottish philosophy, and many critical works of that period. It is especially strong in works of Alexander Pope.

Librarians and college administrators of the four university centers of the South: Georgia, Louisiana, North Carolina, and Nashville, met in Nashville on July 12 and 14 to "explore and define the opportunity for the development of library resources for research and the improvement of higher education in these centers through cooperative effort, and to inaugurate such coordination and integration as is reasonable among the library agencies on a research level." The conference was financed by a special grant of the General Education Board.

Within the past year the library of the Medical School of the University of Texas in Galveston has acquired an interesting collection of early works on anesthesia dealing especially with the ether controversy of William E. Morton and Horace Wells and the priority of its discovery and use. Other significant additions include

collections on tropical diseases and important editions of medical classics.

Virginia Union University, Richmond, William A. Griffey, librarian, is issuing a mimeographed *Library Bulletin* containing book reviews and bibliographies. The spring issue contains a bibliography of Negro race relations issued for the Virginia Commission of Inter-Racial Cooperation.

The University of Virginia Library, Harry L. Clemons, librarian, received as a recent gift letter-books containing 211 letters of John Randolph of Roanoke, 1806-32.

On Feb. 8, 1944, Southern Methodist University announced the establishment of the Institute of Technology and Plant Industry. The affiliation of the National Cotton Council of America with the institute has brought the research library of that organization to the Fondren Library. The growth of the library had already been accelerated by the recent addition of a considerable number of journals in the fields of agriculture, botany, chemistry, textiles, and chemical engineering.

The Joint University Libraries, Nashville, Tenn., A. F. Kuhlman, director, have recently received as a gift much original source material dealing with the founding of Vanderbilt University. Included are letters and other manuscripts, one of which is the original charter of Central University, which later became Vanderbilt.

The library staff of the Florida State College for Women, Louise Richardson, librarian, is participating in a college curriculum study being made by members of the faculty. Participation in this survey will bring the faculty and library staff more closely together and will acquaint the

library staff more thoroughly with the entire college program and objectives.

Western State Teachers College, Bowling Green, Ky., has received five hundred dollars from the McGregor fund for the purchase of early Americana.

Middle West A Friends of the Library organization has been organized at the State University of Iowa. It is planned to establish chapters in several cities in the near future. Ralph E. Ellsworth, director of the University of Iowa Libraries, is secretary.

The University of Iowa Library has received the mathematics library of the late Henry Lewis Reitz, for many years head of the mathematics department of the university. The collection includes many important periodical sets and about eight hundred volumes of books.

An important musical library has been given to the University of Illinois Library by the Rafael Joseffy Memorial of New York City in commemoration of the celebrated Hungarian-American pianist, Rafael Joseffy (1852-1915). Much of the Joseffy collection consists of foreign editions, no longer procurable, of orchestration, scores, piano compositions, works of standard composers, and manuscripts. Some of the items contain original markings, revisions, and other annotations by Joseffy.

The microfilming of about twenty-five thousand manuscripts belonging to the public and private libraries of Great Britain is nearing completion. This project was begun after the Battle of Britain under the auspices of the American Council of Learned Societies and has been carried out by University Microfilms, Inc., Ann Arbor, Mich. Negative copies are

being deposited at the Library of Congress. The University of Michigan Library, Warner G. Rice, director, is acquiring a complete positive set and is preparing lists of the manuscripts for publication. Microfilm copies of the manuscripts may be secured through the Library of Congress.

Franklin College Library, Franklin, Ind., Rachel Ogle, librarian, has received recently as a gift from the private library of the late Charles M. Curry of New York, an alumnus of the college, a collection of about four thousand volumes in the field of literature, including literary essays, critical works, and many first editions of American authors.

For more than a year "The Grey Towers Gazette" has appeared in mimeographed form as the official publication of the staff organization of the University of Chicago Libraries. An average number is about 10 pages in length and includes news about personnel, administrative changes, outstanding acquisitions, and other information of interest to the staff. The editorial board includes May Hardy, editor; Mrs. Marion Coe; and Margaret McGregor.

The Iowa State Teachers College, Marybelle McClelland, librarian, has been having a Sunday afternoon "at home" once a month during the past year. During these periods members of the faculty have discussed important books in their fields.

West Publicity for the reference department and planning for expanded reference services for the postwar period were among the topics discussed in the College and Reference Section at the meeting of the Pacific

Northwest Library Association in Spokane on June 27 and 28. Kathleen Campbell, librarian of Montana State University Library, and Barbara Prael, of the Portland Library Association, were joint chairmen of the section meeting.

W. W. Foote, librarian, State College of Washington, Pullman, has published an interesting report on the *Resources and Needs of the Library of the State College of Washington*. It was prepared primarily for the Washington State Planning Council.

Pomona College Library, Homer E. Robbins, librarian, has recently received two thousand dollars from the Nellie B. Brink estate, the income from which is to be spent for books on the literature of California.

The University of California Library, Harold L. Leupp, librarian, has acquired through the generosity of Milton S. Ray, of San Francisco, the typographic library of John Henry Nash, well-known printer. The collection includes, in addition to the complete file of Mr. Nash's own productions and many examples of the works of better-known modern English and American printers, nineteen pieces of incunabula, twenty-three books of the sixteenth century, twenty-four of the seventeenth century, and fifty-three of the eighteenth century. The entire collection numbers about eighteen hundred volumes.

In connection with the regional study of the Southwest, made possible by a Rockefeller Foundation grant of fifty thousand dollars to the Huntington Library, the following have been appointed to the staff of the library to make special studies: E. E. Dale, of the University of Oklahoma; Glenn M. Dumke, of Occidental College; and J. Gregg Layne, president of the Southern California Historical

Society and editor of its quarterly magazine.

The University of Southern California Library, Miss Christian R. Dick, librarian, has purchased from the Boston Society of Natural History its collection of foreign serials. The publications of learned societies are well represented in the collection, which covers zoology, botany, geology, paleontology, anthropology, astronomy, and entomology.

The University of Southern California Library has received a Hamlin Garland collection of forty-nine notebooks, four folders of letters, and five first editions.

A recent administrative reorganization in the Stanford University Library has merged the reference and serial divisions.

Personnel

Bettie A. Murfree, librarian of the Middle Tennessee

State College since 1911, retired at the end of the summer quarter.

Velma Shaffer has resigned as field supervisor, Division of School Libraries, Tennessee State Department of Education, to become associate professor of library science, College of Education, University of Tennessee, at Knoxville.

David Jolly, librarian, Hampton Institute, Hampton, Va., has entered the Army.

Daisy Anderson, librarian, Radford State Teachers College, East Radford, Va., has joined the WAVES.

LeRoy C. Merritt, librarian, State Teachers College, Farmville, Va., has entered the Army.

Miss Nordis Falland is now librarian of the American Geographical Society. She has been assistant librarian.

Julia H. Killian, librarian of the College of Saint Elizabeth, Convent Station, N.J., has been granted a leave of absence

to take the position of assistant club director for overseas service with the American Red Cross. Miss Killian left Convent Station on May 15.

Elizabeth Reu, for fifteen years a member of the staff of the Dubuque Public Library, has been appointed librarian of Wartburg Lutheran Seminary in Dubuque. The Fritschel collection of early religious literature will form the nucleus of a library to be known as the Reu Memorial Library in honor of the father of the librarian, Professor M. Reu.

Edla Wahlin has resigned as librarian of Bethany College, Lindsborg, Kan., and has accepted a position in the cataloging department of the University of Georgia Library. Vendla Wahlin is acting librarian at Bethany College Library.

H. Richard Archer will join the William Andrews Clark Memorial Library staff at the University of California at Los Angeles in the newly-created position of supervising bibliographer. Mr. Archer will act as administrative assistant to the director.

Robert Vosper comes from Stanford to the Library of the University of California at Los Angeles as head of the accessions department, filling a vacancy left by the resignation of Virginia K. Troutt.

Dorothy E. Chamberlain has been appointed head of the newly-created Processing Department at the Grosvenor Library, Buffalo, effective September 1. She has been cataloger at the Columbia University Libraries since 1930.

Robert W. Christ, candidate for the degree of master of science in library science at Columbia University where he was also in charge of the lending library, has been appointed assistant head, Reference Department, at the Grosvenor Li-

brary, Buffalo, effective September 1.

Reporters

Benjamin E. Powell, who has been in charge of News from

the Field, has enlisted the cooperation of many librarians, but he calls special attention to the services of the following who have served as reporters from one to three years:

Donald E. Thompson, Alabama; Frederick Cromwell, Arizona; Marvin A. Miller, Arkansas; W. Kaye Lamb, British Columbia; Miss Christian R. Dick, Southern California; Joe Hare, Denver; J. T. Babb, Yale; W. D. Lewis, Delaware; Elizabeth Cullen, Bureau of Railway Economics, Washington, D.C.; Margaret D. Duer, Florida; Agnes Patterson, Idaho; Mrs. L. M. Tolman, John Crerar; Grant D. Hanson, Augustana; Hazel Armstrong, Indiana State Teachers College; Gertrude Voelker, Iowa State; F. B. Streeter, Ft. Hays, Kan.; Virginia Engle, Berea, Ky.; Ella V. Aldrich, Louisiana State; Louis Ibbotson, Maine; Carl W. Hintz, Maryland; Edwin E. Williams, Harvard; Mary J. Loughin, Michigan; Emma Wiecking, Minnesota State Teachers College; Thelma Brackett, New Hampshire; Margaret F. Brickett, New Jersey College for Women; Esther Piercy, New Mexico; Stephen McCarthy, Columbia; Helmer L. Webb, Union; Olan V. Cook, North Carolina; Willis C. Warren, Oregon; Rudolf Hirsch, Philadelphia Bibliographical Center; Francis Allen, Rhode Island; J. Isaac Copeland, Presbyterian College; Eleanor Fleming, Joint University Libraries; Alexander Moffit, Texas; L. H. Kirkpatrick, Utah; Elizabeth G. Henry, Seattle Public; John Van Male, Madison; Anna M. Tarr, Lawrence College.

